

Parental Involvement In Childhood Education Building

In this issues-focused book, the experts explore the research on early schooling and reexamine educational beliefs, policies, and practices relating to the first years of school. Scholars, researchers, and other professionals will learn about readiness assessment, cultural diversity, entrance ages, children with disabilities, grade retention, children in poverty, classroom structure, personnel preparation, and family-school-community partnerships. In this resource that investigates the kindergarten issue with academic rigor, professionals will discover why early school transitions need to be improved and how these critical transitions affect children's future educational success.

Family-school partnerships are increasingly touted as a means of improving both student and school improvement. This recognition has led to an increase in policies and initiatives that offer the following benefits: improved communication between parents and educators; home and school goals that are mutually supportive and shared; better understanding of the complexities impinging on children's development; and pooling of family and school resources to find and implement solutions to shared goals. This is the first comprehensive review of what is known about the effects of home-school partnerships on student and school achievement. It provides a brief history of home-school partnerships, presents evidence-based practices for working with families across developmental stages, and provides an agenda for future research and policy. Key features include: provides comprehensive, cross-disciplinary coverage of theoretical issues and research concerning family-school partnerships. describes those aspects of school-family partnerships that have been adequately researched and promotes their implementation as evidence-based interventions. charts cutting-edge research agendas & methods for exploring school-family partnerships. charts the implications such research has for training, policy and practice especially regarding educational disparities. This book is appropriate for researchers, instructors, and graduate students in the following areas: school counseling, school psychology, educational psychology, school leadership, special education, and school social work. It is also appropriate for the academic libraries serving these audiences.

This book is based on the empirical work of a large-scale project to investigate the possible impacts of diversified forms of parental involvement on children and school by first exploring through a series of ethnographic case studies how principals, teachers and parents perceive and act on parental involvement in the primary schools of Hong Kong and, then, examining how the different forms and levels of parental involvement are related to individual and institutional factors through a series of survey studies on all these stakeholders in children's education. Finally, the book assesses the extent to which different forms of parental involvement affect student performance based on student survey results and available school records.?

Exploring the importance of parental engagement in early childhood education, this book delves into research and practices in 25 countries to bring students, researchers, teachers and policy-makers insights into working families around the world. The incorporation and consideration of parental engagement and involvement in early childhood education are a new phenomenon to many countries. Yet, increasing research recognises the importance of parental engagement and involvement in early childhood education services, and the role both parents and teachers play to support children's learning and development. Using a range of materials from curriculum to policy documents, Garvis et al. demonstrate differences in practices and terminologies pertaining to the topic and provide an international perspective on the importance of parental involvement and engagement in early childhood education services. The content covers a range of countries as well as countries

Download Ebook Parental Involvement In Childhood Education Building

beyond an 'Anglo-Saxon' perspective. The different policy settings across these countries highlight how countries work with, and involve, parents differently, which is useful for jurisdictions where early childhood education is a developing aspect of a country's education system. Looking at cultural influences, partnership approaches, parental collaboration, institutional dominance and child involvement in parent meetings, the content offers readers real understanding of parental engagement and involvement in different settings. The readership includes students in early childhood education, and researchers, teachers, policy makers, and general members of the public interested in parental engagement or involvement in early childhood education across the globe.

This volume encourages reflection on previous volumes. Family involvement has been an issue in early education going back to Pestalozzi almost two centuries ago. This book looks at what advances in the area of family involvement in early education have been made since the publication of the previous volume.

This second edition of Parent-Friendly Early Learning brings to life real scenarios that care providers face in today's world. We know parent engagement is important for a child's success, but how do you turn parent-provider relationships into partnerships? Learn how to improve parent-teacher communication, deal with family issues and special complications, and how to work with the modern family. Julie Powers has worked with children, families, educators, and communities for over forty years. She started preschool programs at the Dodge Nature Center in St. Paul, Minnesota, an inclusion-based program for Catalina Foothills School District in Tucson, Arizona, and was a consultant for the Air Force Child Development Centers. She has taught at colleges across the country and is currently an associate professor of early childhood education at University of Hawaii Maui College.

Exploring the importance of parental engagement in early childhood education, this book delves into research and practices in 25 countries to bring students, researchers, teachers and policy makers insights into working families around the world. The incorporation and consideration of parental engagement and involvement in early childhood education is a new phenomenon to many countries. Yet, increasing research recognises the importance of parental engagement and involvement in early childhood education services, and the role both parents and teachers play to support children's learning and development. Using a range of materials from curriculum to policy documents, Garvis et al. demonstrate differences in practices and terminologies pertaining to the topic and provide an international perspective on the importance of parental involvement and engagement in early childhood education services. The content covers a range of countries as well as countries beyond an 'Anglo-Saxon' perspective. The different policy settings across these countries highlight how countries work with, and involve, parents differently, which is useful for jurisdictions where early childhood education is a developing aspect of a country's education system. Looking at cultural influences, partnership approaches, parental collaboration, institutional dominance and child involvement in parent meetings, the content offers readers real understanding of parental engagement and involvement in different settings. The readership includes students in early childhood education, and researchers, teachers, policy makers, and general members of the public interested in parental engagement or involvement in early childhood education across the globe.

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans

Download Ebook Parental Involvement In Childhood Education Building

CD-ROM complete with slides and notes for workshop presentations

Young children and teachers both have active roles in the learning process. How do preschoolers learn and develop? What are the best ways to support learning in the early years? This revised edition of *The Intentional Teacher* guides teachers to balance both child-guided and adult-guided learning experiences that build on children's interests and focus on what they need to learn to be successful in school and in life. This edition offers new chapters on science, social studies, and approaches to learning. Also included is updated, expanded information on social and emotional development, physical development and health, language and literacy, mathematics, and the creative arts. In each chapter are many practical teaching strategies that are illustrated with classroom-based anecdotes. *The Intentional Teacher* encourages readers to:

- Reflect on their principles and practices-
- Broaden their thinking about appropriate early curriculum content and instructional methods-
- Discover specific ideas and teaching strategies for interacting with children in key subject areas

Intentional teaching does not happen by chance. This book will help teachers apply their knowledge of children and of content to make thoughtful, intentional use of both child-guided and adult-guided experiences.

Parent involvement in their children's education and school life was studied in England through a telephone survey of 2,109 households. Around 1 in 3 parents (29%) felt very involved in their child's school life, and primary school parents were more likely to feel this way than secondary school parents. Mothers were more likely to say that they were very involved than were fathers. Around 72% of all parents agreed that they wanted more involvement, and a third definitely agreed. Among the barriers to involvement, parents cited the competing demands in their lives such as work commitments, demands of other children, childcare difficulties, and lack of time generally. Almost all parents were happy with the school's attitude toward them, with a large majority finding the school welcoming (94%) and willing to involve them (84%). Parents particularly value face-to-face contact with teachers, but a significant minority thought that they would be labeled trouble makers if they talked too much. Parents were generally happy with the quality of written communications coming from schools, although a significant minority (27%) thought that the general information was spoiled by jargon. Many parents were not aware of the labels given to recent educational initiatives, and 35% did not recognize the term Home School Agreement, even though all had been invited to sign one. A Technical Appendix discusses sampling methods, and the survey questionnaire is attached. (Contains 12 figures, 26 tables, and 14 references.) (SLD)

Much has been written about special education and about inclusive education, but there have been few attempts to pull these two concepts and approaches together. This book does just that: sets special education within the context of inclusive education. It posits that to include, effectively, all children with special educational needs in schools requires an integration of both concepts, approaches, and techniques. It has never been more timely to publish a book that helps professionals who work with schools, such as psychologists, special education professionals, and counselors, to identify effective practices for children with special needs and provide guidelines for implementing these in inclusive schools.

Parental participation has long been recognized as a positive factor in children's education. Research consistently shows that parents' contributions to their children's education lead to improvements in their academic and behavioral outcomes, from elementary through middle and secondary school. Recognizing the critical role of school psychologists in this equation, *Parental Involvement in Childhood Education* clearly sets out an evidence-based rationale and blueprint for building parental involvement and faculty awareness. The author's starting point is the gap between the ideals found in the literature and the reality of parental involvement in schools. An ecological analysis identifies

Download Ebook Parental Involvement In Childhood Education Building

professional, institutional, and societal factors that keep schools and parents distant. Methods for evaluating parental involvement are detailed, as is a model for developing and maintaining strong parental relationships at the instructor, school, and education system level, with an emphasis on flexible communication and greater understanding of parents' needs. This empirically sound coverage offers readers: A detailed understanding of obstacles to parental involvement. An evidence-based model for parental participation. A three-nation study of parental involvement practices in schools. Guidelines for implementing parental involvement activities and initiatives. A review of effective communication strategies with parents. Analysis of key interpersonal skills for effective work with parents. Parental Involvement in Childhood Education is essential reading for practitioners and researchers in school psychology and counseling, social work, and educational psychology, whether they work directly with schools or in providing training for teachers and other professionals who work with children and their parents.

This book reports initiatives to listen to parents and families, to ascertain what families believe and do as they seek to engage collaboratively with their children's educators, and what educators and educational systems might do to facilitate and/or establish barriers to such engagement. Parental engagement in children's learning and development has many positive benefits. However, in the current environments of accountability and performativity which are pervading early childhood education in many countries, the opportunities for parents and other family members to be part of the development of respectful, collaborative relationships with their children's early childhood educators are becoming more and more restricted. Many educators feel forced to choose between curriculum outcomes and parental engagement, as both involve their time. There is a danger that the voices of parents and families in their children's early learning and development will not always be heard, seen, or fully understood. This volume addresses this important issue. Researchers, educators, and families will all benefit from this book, to the ultimate benefit of the young children who are the future. This book was originally published as a special issue of the European Early Childhood Education Research Journal.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for

parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

It seems like common sense that children do better when parents are actively involved in their schooling. But how well does the evidence stack up? The Broken Compass puts this question to the test in the most thorough scientific investigation to date of how parents across socioeconomic and ethnic groups contribute to the academic performance of K-12 children. The surprising discovery is that no clear connection exists between parental involvement and student performance. Keith Robinson and Angel Harris assessed over sixty measures of parental participation, at home and in school. While some of the associations they found were consistent with past studies, others ran contrary to previous research and popular perceptions. It is not the case that Hispanic and African American parents are less concerned about education--or that "Tiger parenting" among Asian Americans gets the desired results. Many low-income parents want to be involved in their children's school lives but often receive little support from school systems. For immigrant families, language barriers only worsen the problem. In this provocative work, Robinson and Harris believe that the time has come to reconsider whether parental involvement can make much of a dent in the basic problems facing American schools today.

This practical, comprehensive text is an indispensable guide for home-school-community collaborations. HOME, SCHOOL, & COMMUNITY RELATIONS, 9th Edition, meets the needs of teachers and administrators who desire to create effective, culturally-competent partnerships with diverse families, and helps to prepare future teachers for their careers. It provides an overview of modern families and their complex roles and beliefs to sensitize teachers to the diversity and needs of families they will encounter, including multilingual, multiethnic, multigenerational, and gender-diverse families from different socioeconomic backgrounds. The text fully discusses both the benefits of creating productive partnerships and the barriers that teachers must overcome. Abundant examples clarify the book's practical and effective communication strategies. Current developments in the field of early childhood education are emphasized, including brain research and development, legislative mandates in education, professional standards of the field, and strategies for working with families of students with diverse learning needs. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This publication focuses on quality issues in early childhood education and care: it aims to define quality and outlines five policy levers that can enhance it.

Parental involvement in children's education is a subject of growing interest and recent legislation in both the UK and USA has given formal recognition of parents' rights. Learning to read is an obvious area where parents can do a great

deal to help, and some schools have had programmes for parental involvement in reading for some time. However recent research has shown the considerable benefit in having carefully structured systems for parental involvement. This book presents a review of past and current good practice in this field. Details of a wide range of schemes developed in local areas are given in a series of short contributed papers, which are grouped into sub sections of Part 2 according to the type of project. Part 3 is essentially a manual of materials and methods. The emphasis throughout the book is on service delivery to all children although there is of course considerable discussion of remedial reading and children with special needs. The book should appeal to a wide audience in education, educational administration and educational psychology. This book represents the contributions of prominent researchers, teacher educators, policy makers, teachers, and parents on current and emerging issues facing the field of special education, and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment. The authors present divergent perspectives on the issues and concerns, including: (a) the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking; (b) new organization structures for administering schools; (c) standards-based reform and the use of high stakes testing for evaluating students; (d) the changing population and the increasingly diverse demographics of the students served in the public schools; (e) the onset of the information age and the increasingly visible role of technology in the schools and the workplace; (f) concerns about student discipline and violence in schools; (g) the continuing shortage of qualified and certified special education teachers, and (h) trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills, preparing teachers for changing roles as mentors, and changes in the teacher education process that may have precipitated or influenced issues in the field. For special education providers such as parents and teachers and for anyone interested in the field of special education.

This book is a valuable source of information on the long-term effects of early intervention programs on the education of children living in economically disadvantaged areas and in other contexts. Early intervention programs such as Head Start enjoy popular and legislative support, but until now, policymakers and practitioners have lacked hard data on the long-term consequences of such locally and federally mandated efforts. Success in Early Intervention focuses on the Child-Parent Center (CPC) program in Chicago, the second oldest (after Head Start) federally funded early childhood intervention program. Begun in 1967, the program currently operates out of twenty-four centers, which are located in proximity to the elementary schools they serve. The CPC program's unique features include mandatory parental involvement and a single, sustained educational system that spans preschool through the third grade. Central to this study is a 1986 cohort of nearly twelve hundred CPC children and a comparison group of low income children whose

subsequent activities, challenges, and achievements are followed through the age of fifteen. The lives of these children amply demonstrate the positive long-term educational and social consequences of the CPC program.

Recent research identifies increased parent involvement in education as a promising method to bolster student achievement. Statistics show that while many traditional white, middle class families have found ways to be involved with their children's schooling, our nation now needs to find ways to include more minority parents in their children's education. Most educators and parents would agree that minority parent involvement in education is essential; the mechanics of developing sensitive, realistic, and workable home-school relationships are more elusive. It requires a concerted effort by all involved to understand more about the complex parent-school relationship and to develop specific plans to help families. This comprehensive volume features substantial material from the nation's most renowned research projects on parent involvement--Stanford University's Center for the Study of Families, Children and Youth, the Johns Hopkins University's Center for Research on Elementary and Middle Schools, the Southwest Educational Development Laboratory, and the National Catholic Education Association. In addition to a section on research, the book includes a section on practice that presents research-tested strategies on working with minority parents (Asian, American Indian, Hispanic, African American, and other minority groups). The book concludes with a section on future challenges that educators must confront and appendices on promising national programs and helpful resource materials.

This book addresses central questions regarding parental involvement across European educational systems; exploring the commonalities and differences across European countries and the extent to which current policy and practice pertaining to parental involvement is inclusive of diversity. Adopting an interdisciplinary approach that draws from the fields of education, sociology and psychology, it presents a description of the policy context and empirical research on critical perspectives relating to parental involvement. Comprising a rich varied cross-section of national experiences from eleven European countries and the contexts surrounding them, case studies provide insights into parental involvement across Europe and identify challenges in the field. This volume's in-depth approach and comprehensive interrogation of parental involvement across European education systems make it an ideal resource for parents, teachers and academics, researchers and post-graduate students in the fields of education policy and comparative education, as well as teacher educators and policy makers.

It is acknowledged that effective schools involve parents effectively. This study describes how schools can achieve this aim, and how to increase standards of achievement. It covers the field from nursery to secondary schools, and is aimed at teachers, governors, welfare workers, advisers and PTAs.

This guide presents useful research findings and best practice information about developing parent and family involvement programs. The first chapter focuses on reporting research findings on parent involvement and highlights pertinent findings on how parent involvement benefits students, parents, teachers, school quality, and program designs. Chapters 2 through 7 each focus on

a specific program standard for establishing quality parent and family involvement programs. These are: (1) communicating; (2) parenting; (3) student learning; (4) volunteering; (5) school decision making and advocacy; and (6) collaborating with the community. Chapter 8 focuses on important issues to consider when developing parent involvement programs, including overcoming barriers and knowing how to reach out to key players. Chapter 9 examines three important activities for program development, and chapter 10 summarizes the main ideas in the guide. Four appendixes contain a National PTA position statement on parent and family involvement, parent and faculty survey responses, forms and worksheets for program implementation, and a list of resources. (Contains 60 references.) (SLD)

How can teachers support children with emotional or social difficulties? *Counselling Pupils in Schools* is a comprehensive guide to the effective use of counselling in schools. It provides practical guidance for teachers and those responsible for pastoral care on how to develop counselling skills and intervention strategies. The book combines theory and research with practical classroom strategies designed to focus on the social and emotional development of students and their teachers. Topics covered include: * a model for counselling in school * skills and intervening strategies for teachers * cross-cultural and sensitive issues * peer counselling and support * empowering pupils and parents * classroom-based activities The ethics of teacher-student relationships are also discussed and teachers are provided with ideas for collaboration and managing their own stress in order to be more effective in counselling and guidance. This book is relevant to all professionals who work with young people: Teachers, PSHE co-ordinators, SENCos, Education Welfare Officers and Educational Psychologists will find it particularly useful.

School, Family, and Community Partnerships: Preparing Educators and Improving Schools addresses a fundamental question in education today: How will colleges and universities prepare future teachers, administrators, counselors, and other education professionals to conduct effective programs of family and community involvement that contribute to students' success in school? The work of Joyce L. Epstein has advanced theories, research, policies, and practices of family and community involvement in elementary, middle, and high schools, districts, and states nationwide. In this second edition, she shows that there are new and better ways to organize programs of family and community involvement as essential components of district leadership and school improvement. **THE SECOND EDITION OFFERS EDUCATORS AND RESEARCHERS:** A framework for helping rising educators to develop comprehensive, goal-linked programs of school, family, and community partnerships. A clear discussion of the theory of overlapping spheres of influence, which asserts that schools, families, and communities share responsibility for student success in school. A historic overview and exploration of research on the nature and effects of parent involvement. Methods for applying the theory, framework, and research on partnerships in college course assignments, class discussions, projects and activities, and field experiences. Examples that show how research-based approaches improve policies on partnerships, district leadership, and school programs of family and community involvement. Definitive and engaging, *School, Family, and Community Partnerships* can be used as a main or supplementary text in courses on foundations of education methods of teaching, educational administration, family and community relations, contemporary issues in education, sociology of education, sociology of the family,

school psychology, social work, education policy, and other courses that prepare professionals to work in schools and with families and students.

This book is about the perceptions of middle school teachers, parents and administrators regarding parental Involvement. The research garnered can be used to improve the relationship between home and school, ultimately increasing academic performance and partnership among the two entities. Teachers, School Administrators, and Students in Teacher Preparation Programs will find this book to be a tremendous resource for academic success and partnership building.

This book has three sections on the role of technology in education. The first section covers the merits of online learning and environment. The second section of the book gives insight on new technologies in learning and teaching. The third section of the book underlines the importance of new tendencies for the technology in education. I have a firm belief that readers can find great insights on the role of technology in education from different reflections and research.

This dissertation, "Parental Involvement in Early Childhood Education and Children's Readiness for School: a Longitudinal Study of Chinese Parents in Hong Kong and Shenzhen" by Yi-hung, Lau, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: ? Much of the research on parental involvement in education has focused on its positive influence on school-aged students in the western culture. This thesis examined Chinese parental involvement in the early years by conducting three empirical studies in Hong Kong and Shenzhen. Study 1 was designed to be qualitative in nature to examine kindergarten teachers' and parents' perceptions and practices of parental involvement by conducting focus group interviews with 35 teachers and 41 parents. Responses revealed that teachers and parents defined parental involvement differently, in which teachers defined it as parents assisting the teachers or the school, while parents defined it as the support they provide for their child's learning and development. Respondents also had varying opinions about the current parental involvement practices and discussed different family, school and child factors that influence parental involvement. Study 2 investigated the association between parental involvement and children's readiness for school using a sample of 431 children. Parents' involvement was examined using parents' self-report, whereas readiness for school was assessed using two child tests and parents' report. Results indicated that parents practiced more home-based involvement than school-based involvement. All parental involvement dimensions significantly predicted overall readiness for school; however, only the dimensions of Language and Cognitive Activities and Home-School Conferencing were found the significantly predictors of children's Chinese literacy and cognitive development. Study 3 was a follow-up investigation of the changes in parents' perceptions and practices of parental involvement during the transition from kindergarten to primary school. Individual interviews were conducted with 18 parents three months after their child's school entrance. Compared to their involvement during the kindergarten years, most parents indicated a shift to become more academic oriented in their involvement and expressed their dissatisfaction in the distant parent-teacher relationship in the primary school. Implications, limitations and future research directions on this topic are discussed. DOI: 10.5353/th_b4723038 Subjects: Early childhood education - Parent participation - China - Shenzhen Shi - Longitudinal studies Early childhood education - Parent participation - China - Hong Kong - Longitudinal studies Readiness for school - China - Hong Kong - Longitudinal studies Readiness for school - China - Shenzhen Shi -

Download Ebook Parental Involvement In Childhood Education Building

Longitudinal studies

This text describes the current and ongoing research related to the important benefits of parent and family involvement to student achievement and provides practical ideas and specific activities for preservice and inservice teachers to assist them in getting families involved in their children's education. Designed for families and teachers of infants, toddlers, and school age children, the text includes ideas and specific activities for instant use by classroom teachers. Special features of the text include plans for implementing a family involvement program; sample ideas and activities for involving fathers; and sample newsletters and activities for at-home involvement. The review questions, highlighted key terminology, and chapter exercises encourage meaningful reflection and reinforce key concepts. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Adlerian psychology balances theory and practical application for easy use by counselors, teachers, and parents who need to understand and communicate effectively with young children. Children are perceived as individuals with the creative capacities to decide and choose according to their private logic. Some Adlerian concepts explained are: active, passive, constructive and destructive behavior patterns, the four goals of misbehavior, punishment vs. logical consequences, and personality/lifestyle development. Alfred Adler, a contemporary of Freud and Jung, was among the first child psychologists and his innovative perceptions of a child's personality development remain timely. This book presents good news for stressed and concerned parents: it does not require a Ph.D or unlimited hours for parents to make a difference in their children's education.

[Copyright: 930e50373097c5d1f81699333382d647](https://www.amazon.com/dp/930e50373097c5d1f81699333382d647)