

active supervision training video

Active Supervision Training Video: A Comprehensive Guide

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Introduction:

This article provides a thorough overview of "active supervision training video" – a crucial element in fostering a strong safety culture within any organization. We will delve into the key components of effective active supervision, explore the benefits of using videos for training purposes, analyze the different approaches to creating compelling and impactful active supervision training videos, and offer practical advice for implementation. This "active supervision training video" guide aims to equip supervisors and trainers with the knowledge and tools necessary to minimize workplace incidents and cultivate a proactive safety environment.

What is Active Supervision?

Active supervision is far more than simply being present in the workplace. It's a proactive and engaged approach to safety management where supervisors actively observe, intervene, and coach employees to ensure safe work practices are followed consistently. An effective "active supervision training video" should clearly illustrate the difference between passive observation and true active supervision. It's about anticipating potential hazards, identifying unsafe behaviors before they lead to incidents, and providing immediate feedback and reinforcement. Active supervision isn't about micromanagement; rather, it's about building a safety-conscious culture through consistent engagement and positive reinforcement.

The Power of Active Supervision Training Videos:

The use of "active supervision training video" offers several significant advantages over traditional training methods. Videos can:

Enhance engagement: Visual demonstrations and compelling narratives make learning more engaging and memorable than reading manuals or attending lectures. A well-produced "active supervision training video" can captivate the audience and improve information retention.

Illustrate best practices: Videos can showcase real-world scenarios, depicting both safe and unsafe practices, allowing trainees to learn from both positive and negative examples. This is particularly effective for "active supervision training video" as it allows for clear demonstration of interventions.

Improve consistency: A standardized "active supervision training video" ensures all employees receive the same crucial safety information and training, reducing variability in understanding and application.

Reduce training costs: Videos can be accessed by multiple employees simultaneously, lowering the overall cost of training compared to instructor-led sessions, particularly when considering the scale of an organization.

Facilitate remote training: "Active supervision training video" can easily be deployed across various locations and time zones, making training more accessible and convenient.

Creating an Effective Active Supervision Training Video:

A successful "active supervision training video" requires careful planning and execution. Key elements include:

Clear objectives: The video should have specific, measurable, achievable, relevant, and time-bound (SMART) goals.

Engaging storytelling: Use real-life situations and relatable characters to connect with the audience and create a memorable experience.

Visual appeal: High-quality visuals, clear audio, and concise messaging are essential for keeping viewers engaged.

Interactive elements: Incorporate quizzes, scenarios, and other interactive components to encourage active learning and knowledge retention.

Practical demonstrations: Show clear examples of effective active supervision techniques, including how to approach employees, provide feedback, and document observations. A good "active supervision training video" will cover different scenarios and situations.

Reinforcement of key messages: Summarize key points throughout the video and at the conclusion to solidify learning.

Implementing Active Supervision Training:

Following the "active supervision training video," implementation requires ongoing support and reinforcement. This includes:

Regular follow-up: Conduct regular check-ins with supervisors to assess their understanding and application of active supervision techniques.

Coaching and mentoring: Provide ongoing coaching and mentoring to supervisors to address challenges and reinforce best practices.

Performance feedback: Incorporate active supervision into performance reviews and provide constructive feedback.

Regular refresher training: Provide periodic refresher "active supervision training video" sessions to reinforce key concepts and address new challenges.

Measuring the Effectiveness of Active Supervision Training:

The success of an "active supervision training video" should be evaluated based on its impact on safety performance. Key metrics include:

Reduction in accidents and incidents: Track the number of accidents and incidents before and after the implementation of the training program.

Improved safety observations: Monitor the frequency and quality of safety observations conducted by supervisors.

Increased employee engagement: Measure employee perceptions of safety culture and their satisfaction with the training program.

Conclusion:

Investing in high-quality "active supervision training video" is a crucial step toward creating a safe and productive work environment. By combining effective training methods with ongoing support and reinforcement, organizations can significantly reduce workplace incidents, foster a strong safety culture, and protect their most valuable asset – their employees. A well-designed "active supervision training video" is an invaluable tool in achieving these goals.

FAQs:

1. What are the key differences between active and passive supervision? Active supervision involves proactive engagement and observation, while passive supervision is merely being

present.

1. How often should active supervision be conducted? Frequency depends on the risk level of the task and the experience of the employees. More frequent supervision is needed for high-risk tasks and less experienced employees.

1. What are some common barriers to implementing active supervision? Time constraints, lack of training, and a culture that doesn't prioritize safety are common obstacles.

1. How can I effectively document active supervision activities? Use checklists, observation forms, and digital tools to record observations and feedback.

1. How can I address unsafe behaviors observed during active supervision? Provide immediate, constructive feedback, and coach the employee to correct the behavior.

1. What role does management play in supporting active supervision? Management must actively champion safety, provide resources, and support supervisors in their efforts.

1. How can I tailor an "active supervision training video" to my specific workplace? Customize the video by incorporating specific hazards, equipment, and work processes relevant to your industry.

1. What are the legal implications of inadequate active supervision? Inadequate supervision can lead to legal liability in the event of workplace accidents or injuries.

1. How can I measure the ROI of active supervision training? Measure the reduction in accidents, workers' compensation claims, and lost productivity.

Related Articles:

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active supervision training video: *Motivational Interviewing for Effective Classroom*

Management Wendy M. Reinke, Keith C. Herman, Randall S. Sprick, 2011-07-13 Highly accessible and user-friendly, this book focuses on helping K-12 teachers increase their use of classroom management strategies that work. It addresses motivational aspects of teacher consultation that are essential, yet often overlooked. The Classroom Check-Up is a step-by-step model for assessing teachers' organizational, instructional, and behavior management practices; helping them develop a menu of intervention options; and overcoming obstacles to change. Easy-to-learn motivational interviewing techniques are embedded throughout. In a large-size format with lay-flat binding to facilitate photocopying, the book includes 20 reproducible forms, checklists, and templates. This book is in The Guilford Practical Intervention in the Schools Series.

active supervision training video: Teaching and Supervising Cognitive Behavioral Therapy

Donna M. Sudak, R. Trent Codd, III, John W. Ludgate, Leslie Sokol, Marci G. Fox, Robert P. Reiser, Derek L. Milne, 2015-10-19 A total CBT training solution, with practical strategies for improving educational outcomes. Teaching and Supervising Cognitive Behavioral Therapy is the first comprehensive package to provide empirically-validated CBT training and supervisory techniques. Applicable to a variety of behavioral health care disciplines, this multi-modal guide provides educators with the information and tools that can help improve educational outcomes. An

examination of CBT developments over the past twenty years leads into a discussion of practical applications for improving CBT education, while addressing the technological advances that facilitate dissemination and the specific challenges posed to confidentiality and patient care. The digital component contains additional audio and video content, plus downloadable worksheets that reinforce and expand upon the strategies presented. Coverage includes advice geared specifically toward the most commonly-encountered problems, with video of training sessions that address issues like frustration with patients, disbelief in psychotherapy, dislike of the method, and lack of skills. Readers will gain insight into effective goal setting, and implement a structured approach to supervision. Examine existing literature and research on training, supervision, and evaluation Integrate theory with practical strategies to improve learning outcomes Customize training approaches to specifically suit different professional groups Fit the methods to the environment, including workshops, webinars, and podcasts Mental health professionals who favor an empirically-based approach to therapy will appreciate the effectiveness of an empirically-based approach to pedagogy. Backed by over two decades of CBT research and the insight of leading CBT experts, Teaching and Supervising Cognitive Behavioral Therapy provides trainers with the tools and information they need to improve therapist educational outcomes.

active supervision training video: A Manual for Evidence-Based CBT Supervision Derek L. Milne, Robert P. Reiser, 2017-05-08 The effectiveness of CBT depends on the quality of the supervision and training that is provided to its practitioners. A Manual for Evidence-Based CBT Supervision is intended to significantly strengthen the available resources for training and supporting CBT supervisors. The authors drew on the insights of many accredited CBT supervisors to develop the guidance, and the work is built firmly on an evidence-based approach. This manual will also be useful for individual supervisors and to those who support and guide trainers and supervisors (e.g., peer groups, consultants, managers, administrators, training directors), as the authors include training supervision guidelines and training materials (e.g., video clips, guidelines and PowerPoint slides). In summary, this manual provides critical guidance in a number of areas: Training resources and evidence based guidance to individual supervisors in a continuing education/professional development workshop format Criteria and guidance (including measurement tools and competence standards) to support the certification of supervisors Assisting in a “train the trainers” approach suitable for agency or organization-based training of supervisors Coaching and training supervisors and supervisees remotely, through supplementary materials and an interactive website

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active supervision training video: *Identity in Supervision* Roger 'Mitch' Nasser, 2023-06-01 This book will discuss the intersection of personal identity, professional identity, and positionality with supervision techniques. The structure of the text will outline historical contexts to supervision, development of models, connection to identity, and impact of position while providing a framework for self-reflection. Various populations including new professionals, middle managers, senior administrators, faculty, and graduate students will connect to the themes of the text. Readers will benefit from self-reflection, review, and understanding. Identity in Supervision: Understanding Who

Works for You and Who You Work for in Higher Education, will introduce faculty, staff, administrators, and graduate students in higher education to the intersection of identity and positionality to the supervision experience. Specifically, this publication centers on understanding the people behind the positions and how best to support them. The text is constructed in four sections. Section 1: Understanding Supervision in Higher Education contains chapters, which provide an overview of supervision. This overview is essential as later chapters examine specific populations and positions. Section 2: The Impact of Identity on Supervision in Higher Education includes chapters, which ask readers to reflect on how their own identities impact their supervision experience and the experience of their colleagues. Section 3: The Impact of Professional Experience on supervision reviews the specific needs of professionals at different experience levels. Readers will improve their understanding of both those they supervise and their supervisors. Finally, Section 4: The Impact of Functional Area on Supervision contains chapters reviewing the specific needs of professionals in positions in residence life, academic advising, judicial affairs, etc. Supervisors will find this section useful in understanding and supporting these professionals. Each chapter will conclude with two or three reflection questions supporting application. As a result of engaging with this text, readers will be better equipped to understand the impact of identity, experience, and functional area on supervision. They will learn techniques to improve their current practice, reflect on their own needs, and combine ideas from chapters to provide a better experience for all employees.

ENDORSEMENTS: Higher education and student affairs professionals deserve skilled supervisors. Our organizations rely on excellence from professionals and yet, the preparation of supervisors has been sorely lacking in this field. Roger 'Mitch' Nasser, and the contributors of this text, weave together a compelling set of resources and insights that help supervisors and those who report to them to think through how to best build a good relationship. This text can and should be used by professionals at all levels to inform our practice. This resource balances theory, practice, story, and inspiration to progress the field into a new way of honoring the identities that inform the critical relationship between staff and supervisor. — Molly A. Schaller, Saint Louis University

Believe me, this book from the intro on was 'the truth' . I wish I had this before I started supervising. This book is a tool for all of us. — Jerome Holland, Jr , Regis University

Dr. Nasser has gathered a thoughtful mix of quality emerging and seasoned professionals, practitioners and scholars, as well as authors representing a myriad of social identities and functional areas who offer deep insights into one of the most important competencies in higher education practice. This will be the one book I use to teach about supervision. — Tracy Davis , Western Illinois University

This book is long overdue, I only wish I had it sooner! From the sharing of personal narrative, to the deep review of theories on supervision, this book brings the perfect blend of theory and practice to the forefront of our work. It is a “must have” on your shelf for reference and use. — Laura L. Arroyo, University of Colorado Boulder

active supervision training video: *Effective Supervision* Robert J. Marzano, Tony Frontier, David Livingston, 2011-05-05 In *Effective Supervision*, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills: * A well-articulated knowledge base for teaching * Opportunities for teachers to practice specific strategies or behaviors and to receive feedback * Opportunities for teachers to observe and discuss expertise * Clear criteria for success and help constructing professional growth and development plans * Recognition of the different stages of development progressing toward expertise. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and achievement. As the authors note, The ultimate criterion for expert performance in the classroom is student achievement. Anything else misses the point.

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Erica S. Lembke, 2012-02-07 Additional Resources; 4. Tier 2 Interventions for Internalizing Behavior Problems; Theoretical Foundations for Intervening in the Problem; Assumptions; Intervention Principles; Framework for Environmental Supports; How to Identify Children with Internalizing Behavior Problems; Measures; Additional Considerations; Review of Evidence-Based Programs for Intervening in Internalizing Behavior Problems; Evidence-Based Programs for Child Anxiety; Evidence-Based Programs for Child Depression; Review of Evidence-Based Practices for Intervening in Internalizing Behavior Problems.

active supervision training video: Transforming the Workforce for Children Birth Through Age 8 National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

active supervision training video: Handbook of Training and Supervision in Cognitive Behavioral Therapy Mark D. Terjesen, Tamara Del Vecchio, 2023-09-08 This book provides a scientific and practical guide for training and supervision in cognitive behavioral therapy (CBT). It builds on more general fundamentals of clinical supervision with a theory-driven approach backed by empirical support for training and supervising clinicians in the practice of CBT. The book dispels the myth of "do it, teach it" as it relates to supervision and addresses the importance of recognizing that one size does not fit all with CBT supervision. The volume synthesizes CBT research on supervision and links it to the practice of supervision. It reviews components of supervision that warrant consideration (e.g., therapeutic alliance, ethics), specific settings (e.g., medical setting, schools) and clients (e.g., culture, individual, group, disability, and high-risk). In addition, it addresses a neglected area of developing competency, including developmental models as well as measuring trainee and supervisor competency in the provision of clinical supervision. The book recommends future directions on how to integrate technology into supervision to enhance the quality of supervision and, ultimately, client outcome. Key areas of coverage include: Major constructs in CBT supervision and training. Supervising work with various clients, including individuals, children, adolescents, families, and couples. Supervision and high-risk cases. Teaching

and supervision within a behavioral medicine context. Issues of diversity, technology, and ethics of supervision. The Handbook of Training and Supervision in Cognitive Behavioral Therapy is an essential resource for researchers, professors, and graduate students as well as clinicians, therapists, and other professionals in clinical and school psychology, pediatrics, social work, developmental psychology, behavioral therapy/rehabilitation, child and adolescent psychiatry, nursing, and special education.

active supervision training video: The New Handbook of Counseling Supervision L. DiAnne Borders, Lori L. Brown, 2006-04-21 The second edition of this ground-breaking book continues the mission of its predecessor: to provide a best principles and best practices overview of the counseling supervision process, one that is firmly rooted in the recent explosion of empirical research in this field. Sponsored by the Association for Counselor Education and Supervision (ACES), the presentation is targeted primarily at master's-level practitioners who want how-to applications of the research literature (with examples) rather than a comprehensive review of the supervision literature. Like the first edition, this revised book is also a useful supplement for more academic texts used for doctoral-level instruction in counseling supervision. Key changes in this new edition include greater attention to multicultural and diversity issues and new chapters on group supervision and on technology. Also new are discussion questions and vignettes meant to enhance application of key concepts in each chapter as well as more sample materials and forms for practice.

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active supervision training video: Speech-Language Pathology Assistants Jennifer A. Ostergren, Margaret Vento-Wilson, 2022-12-29 The third edition of the bestselling Speech-Language Pathology Assistants: A Resource Manual is an essential, practical, and easy-to-use resource for SLPAs and SLPA educators and their students. The text defines the roles of SLPAs and their supervisors—offering additional insight into the scope of practice of an SLPA per current American Speech-Language-Hearing Association (ASHA) recommendations—and includes discussions, strategies, and examples of real-world issues, such as using augmentative and alternative communication (AAC) and working with individuals with autism spectrum disorder (ASD). Also included within the chapters are important factors and modifications that can enhance the effectiveness of treatment activities. For example, using behavioral principles and incorporating play, literacy, and speech sound remediation into treatment or modifying the clinical interface to enhance group therapy dynamics for children and adults. Initial chapters are devoted to specific aspects of an SLPA's development, such as chapters on ways SLPAs can enhance clinical service through understanding of goals, lesson plans, data collection, and note-writing. Likewise, chapters on professional practice offer insight into ethical problem-solving, presenting a professional image, developing mentoring relationships, working with culturally and linguistically diverse populations, and the use of self-reflection for self-improvement. These chapters are followed by key principles for SLPAs to incorporate in clinical services provided to specific populations and disorders. New to the Third Edition: * Updated ASHA documents throughout, including references to the new ASHA Speech-Language Pathology Assistant Scope of Practice (2022) and Speech-Language Pathology Code of Conduct (2020) * New co-author, Margaret Vento-Wilson, brings years of experience in both professional and academic settings and adds a fresh perspective throughout * Significant updates to Chapter 11 on using behavioral principles * New contributing authors bringing relevant updates in the field of speech-language pathology Speech-Language Pathology Assistants: A Resource Manual, Third Edition is a key resource for enhancing skills and highlighting professional practice issues, for clinical practicum training or future employment. This is a text both SLPAs and SLPA educators will

want to have on their bookshelves.

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active supervision training video: Effective Training P. Nick Blanchard, James W. Thacker, Dana M. Cosby, 2023-10-04 Formerly published by Chicago Business Press, now published by Sage Effective Training: Systems, Strategies, and Practices is unique in its integration of theory with effective and practical training applications. Authors P. Nick Blanchard, James W. Thacker, and Dana Cosby examine the relationship between change management and training, introduce the ADDIE model as an overarching framework for the training process, and consider perspectives relevant to small businesses. Additionally, this text provides a step-by-step process for developing learning objectives and highlights the importance of integrating both learning and design theories in creating successful training programs. The Seventh Edition adds new material while enhancing the ease of reading and understanding. The end of each relevant chapter (needs analysis, design,

development and implementation, and evaluation) features an example of the process of developing an actual training program (Fabrics, Inc.). At the end of each chapter are discussion questions, cases, and exercises to enhance understanding.

active supervision training video: Resolving Critical Issues in Clinical Supervision Derek L. Milne, Robert P. Reiser, 2023-02-13 RESOLVING CRITICAL ISSUES IN CLINICAL SUPERVISION Address key challenges in clinical supervision with this comprehensive account of common critical issues faced by almost all practitioners Clinical supervision is a crucial aspect of clinical practice across the health and social professions. It can directly impact patient outcomes, shape clinical careers, and generally enhance professional development more broadly. The relationship between a clinical supervisor and their supervisees is therefore a hugely important one, embedded within challenging health and social care settings, which produces unique and complex challenges, but for which little formal guidance exists. Resolving Critical Issues in Clinical Supervision answers the need for guidance of this kind with a practical, accessible discussion of major challenges and their possible solutions, drawing on the best available evidence from research, expert consensus, and relevant theory. It provides dedicated advice for supervisors and supervisees, alongside suggestions for the clinical service managers and associated others who aim to resolve the most common critical issues. The result is an extensively researched and wide-ranging guide which promises to make sense of the main challenges, describe the best-available coping strategies, and thereby strengthen career-long clinical supervision. Resolving Critical Issues in Clinical Supervision readers will also find: Authors with decades of directly relevant clinical, research, and teaching experience Dedicated treatment of the most common critical issues, such as unethical supervisory practices, ineffective treatment, and the role of organizational structure in undermining clinical supervision An evidence-based approach that provides practical guidelines of relevance to many health and social care professions. Resolving Critical Issues in Clinical Supervision is a valuable guide for both clinicians and service leaders looking to establish and maintain best practices in clinical supervision.

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active supervision training video: Engaging Children in Family Therapy Catherine Ford Sori, 2012-12-06 A common question at the initial meeting of a family therapist and a new client(s) is often whether or not to include a child or children in the counseling sessions. The inclusion of a child in the family therapy process often changes the dynamic between client and therapist -- and between the clients themselves -- within the context of the counseling sessions. And yet, although this is such a common experience, many counselors and family therapists are not adequately equipped to advise parents on whether to include a child in therapy sessions. Once the child does make an appearance in the counseling session, the therapist is faced with the challenges inherent in caring for a child, in addition to many concerns due to the unique circumstance of the structured therapy. Counseling a child in the context of a family therapy session is a specific skill that has not received the attention that it deserves. This book is intended as a guide for both novice and experienced counselors and family therapists, covering a wide range of topics and offering a large body of information on how to effectively counsel children and their families. It includes recent research on a number of topics including working with children in a family context, the exclusion of children from counseling, and counselor training methods and approaches, the effectiveness of filial play therapy, the effects of divorce on children, and ADHD. Theoretical discussion is given to different family therapy

approaches including family play therapy and filial play therapy. Central to the text are interviews with leaders in the field, including Salvador Minuchin, Eliana Gil, Rise VanFleet and Lee Shilts. A chapter devoted to ethical and legal issues in working with children in family counseling provides a much-needed overview of this often overlooked topic. Chapters include discussion of specific skills relevant to child counseling in the family context, case vignettes and examples, practical tips for the counselor, and handouts for parents.

active supervision training video: Newly-Qualified Social Workers Steven Keen, Jonathan Parker, Keith Brown, Di Galpin, 2016-08-12 The first year of practice can be a particularly daunting and challenging time for newly-qualified social workers (NQSWs). This fully revised and updated book directly addresses the crucial transition period between finishing off the social work degree and managing the first years of practice. It offers down to earth, practical guidance on applying for your first post and managing your work load in the first few years. From useful sections on the Assessed and Supported Year in Employment (ASYE), supervision, dealing with conflict, court skills, report writing, and team work to what professionalism actually looks like in practice, this book will throw a life belt to not only NQSWs entering the workplace but for students on qualifying programmes who wish to develop their skills beyond graduation.

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active supervision training video: **ECAI 2012** C. Bessiere, 2012-08-15 Artificial intelligence (AI) plays a vital part in the continued development of computer science and informatics. The AI applications employed in fields such as medicine, economics, linguistics, philosophy, psychology and logical analysis, not forgetting industry, are now indispensable for the effective functioning of a multitude of systems. This book presents the papers from the 20th biennial European Conference on Artificial Intelligence, ECAI 2012, held in Montpellier, France, in August 2012. The ECAI conference remains Europe's principal opportunity for researchers and practitioners of Artificial Intelligence to gather and to discuss the latest trends and challenges in all subfields of AI, as well as to demonstrate innovative applications and uses of advanced AI technology. ECAI 2012 featured four keynote speakers, an extensive workshop program, seven invited tutorials and the new Frontiers of Artificial Intelligence track, in which six invited speakers delivered perspective talks on particularly interesting new research results, directions and trends in Artificial Intelligence or in one of its related fields. The proceedings of PAIS 2012 and the System Demonstrations Track are also included in this volume, which will be of interest to all those wishing to keep abreast of the latest developments in the field of AI.

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