

| | | |
|----|-------------------------|---|
| 1. | Record Nr. | UNINA990000774490403321 |
| | Autore | Wright, Frank Lloyd <1869-1959> |
| | Titolo | Letters to architects / Frank Lloyd Wright ; selected by Bruce Brooks Pfeiffer |
| | Pubbl/distr/stampa | London : The architectural Press, 1987 |
| | ISBN | 0-85139-352-7 |
| | Edizione | [2. ed.] |
| | Descrizione fisica | IX, 227 p. : ill. ; 22 cm |
| | Locazione | FARBC |
| | Collocazione | MON B 675 |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| 2. | Record Nr. | UNINA9910739402303321 |
| | Autore | Harpine Elaine Clanton <1952-> |
| | Titolo | After-school prevention programs for at-risk students : promoting engagement and academic success // Elaine Clanton Harpine |
| | Pubbl/distr/stampa | New York ; ; London, : Springer, c2013 |
| | ISBN | 1-4614-7416-7 |
| | Edizione | [1st ed. 2013.] |
| | Descrizione fisica | 1 online resource (148 p.) |
| | Disciplina | 371.93 |
| | Soggetti | Problem children - Behavior modification After-school programs Social group work Educational counseling |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| | Note generali | Description based upon print version of record. |
| | Nota di bibliografia | Includes bibliographical references and index. |

Nota di contenuto

Preface -- Easy Reference Guide to Group-Centered Learning Center Interventions -- Chapter 1: Organizing an After-School Program -- Chapter 2: The Group-Centered Approach -- Chapter 3: Combining Learning and Counseling into One After-school Program -- Chapter 4: The Role of Motivation in an Ongoing Year-long Program -- Chapter 5: Group Process, Self-Efficacy, and Cohesion: Applying the Principles of Change -- Chapter 6: Interaction in a Year-long Program -- Chapter 7: Solving Conflicts and Problems -- Chapter 8: After-School Programs and the School Mission.

Sommario/riassunto

After-School Prevention Programs for At-Risk Students offers professionals a detailed framework for developing and enhancing after-school programs. Emphasizing a prevention focus and a group-centered interactive approach, the book's year-long model combines education and counseling, incorporating key therapeutic objectives to foster academic and behavior skills and reduce problems in and outside class. Practical step-by-step guidelines for creating and implementing programs include clear rationales, instructive design and case examples, and ready-to-use interventions. The author also provides guidance on developmental, gender, and cultural considerations, the challenges of maintaining progress over the course of the school year, and the handling of severe learning and emotional problems. Among the topics covered: Organizing a group-centered after-school program. Combining learning and counseling into one curriculum. The role of motivation in an ongoing year-long program. Group process, self-efficacy, cohesion: applying the principles of change. Interaction in a year-long program. Solving problems and conflicts. After-School Prevention Programs for At-Risk Students is an essential reference for scientist-practitioners, clinicians, and academics in such disciplines as school psychology, childhood education, social work, psychotherapy and counseling, and learning and instruction.
