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Nota di contenuto	Chapter 1. National and International Perspective on School Psychology: Research, Practice, and Policy -- Chapter 2. A History of School Psychology in Australia -- Chapter 3. School Psychology in Remote Australia -- Chapter 4. Child and Adolescent Development -- Chapter 5. The Culturally Competent School Psychologist -- Chapter 6. Resources for Ethical School Psychological Practice in Australia -- Chapter 7. Promoting Success of School Psychology: Collaborating with Others -- Chapter 8. Evidence-Based Identification of Specific Learning Disability in Schools -- Chapter 9. Evidence-Based Assessment and Intervention for Problems with Reading -- Chapter 10. Evidence-Based Assessment and Intervention for Dyscalculia and Maths Disabilities -- Chapter 11. Evidence-Based Assessment and Intervention for Problems

with Writing -- Chapter 12. Student Mental Health and Psychological Interventions in a School Setting -- Chapter 13. Evidence-Based Assessment and Intervention for Depression in School Psychology -- Chapter 14. Evidence-Based Assessment and Intervention for Anxiety in School Psychology -- Chapter 15. Identification and Prevention of Suicidality: The Role of the School Psychologist -- Chapter 16. Evidence-Based Assessment and Intervention for ADHD in School Psychology -- Chapter 17. Evidence-Based Assessment and Intervention for ODD and CD -- Chapter 18. Evidence-Based Assessment and Intervention for Anger in School Psychology -- Chapter 19. Evidence-Based Assessment and Intervention for Autism in School Psychology -- Chapter 20. Evidence-Based Assessment and Intervention for Students with an Eating Disorder -- Chapter 21. Understanding and Responding to Crisis and Trauma in the School Setting -- Chapter 22. Understanding and Responding to Adolescent Risk Taking Behaviors and Addictions -- Chapter 23. Systems-Change in Schools: Class and School-Wide Approaches to Addressing Behavioral and Academic Needs -- Chapter 24. Group-Based Approaches to School Psychology -- Chapter 25. Social and Emotional Learning: Role of Psychologists in Australia -- Chapter 26. Prevention and Intervention for Bullying in Schools -- Chapter 27. Evidence-Based Parenting Programs: Integrating Science into School-Based Practice -- Chapter 28. School Psychological Practice With Students From Socioeconomically Disadvantaged Backgrounds -- Chapter 29. Gifted Youth in Schools -- Chapter 30. School Psychology with Gay, Lesbian, Bisexual, Transgender, Intersex, and Questioning (QLBTIQ) Youth -- Chapter 31. School Psychological Practice with Deaf and Hard of Hearing Students -- Chapter 32. School Psychological Practice with Students with Sleep Problems -- Chapter 33. Best Practices for School Psychologists in Assessing and Assisting Vision Impaired Students -- Chapter 34. School Psychology and Students with Medical Issues -- Chapter 35. Measuring Outcomes in Schools -- Chapter 36. Integrating Positive Psychology and Gratitude to Work in the Schools -- Chapter 37. School Psychologists in the Digital Age -- Chapter 38. Promotion of Leadership and Advocacy in School Psychology -- Chapter 39. Provision of Supervision and School Psychologists' Self-Care -- Chapter 40. Future Directions in School Psychology in Australia. .

Sommario/riassunto

This handbook addresses the current state and practice of school psychology with a focus on standards unique to Australia, including historical, legal, ethical, practical, and training factors. It provides a compilation of the most current research-based practices as well as guidelines for evidence-based assessment and intervention for common conditions (e.g., autism, depression, learning disabilities) and for delivering appropriate services to targeted student populations (e.g., LGBT, gifted, medical issues). Chapters discuss the application of national and international school psychology practices within the Australian educational and psychological structure. The handbook also examines the lack of formal resources specific to Australia's culture and psychology systems, with its unique mix of metropolitan cities and the vast geographic landscape that spans regional and remote areas. It offers numerous case studies and innovative school mental health programs as well as recommendations for professional development and advocacy that are unique to Australian school psychology. Topics featured in this Handbook include: Evidence-based assessment and intervention for dyscalculia and mathematical disabilities. Identification and management of adolescent risk-taking behaviors and addictions. Understanding and responding to crisis and trauma in the school setting. Prevention and intervention for bullying in schools. Class and

school-wide approaches to addressing behavioral and academic needs. The role of school psychologists in the digital age. Practical advice for school psychologists facing complex ethical dilemmas. The Handbook of Australian School Psychology is a must-have resource for researchers, scientist-practitioners, and graduate students in child and school psychology, social work, and related fields that address mental health services for children and adolescents.
