

1. Record Nr.	UNINA9910791326503321
Autore	Morgan David L (Sociologist)
Titolo	Single-case research methods for the behavioral and health sciences [[electronic resource] /] / David L. Morgan, Robin K. Morgan
Pubbl/distr/stampa	Los Angeles, : SAGE, c2009
ISBN	1-4833-2969-0 1-4522-4525-8
Descrizione fisica	1 online resource (viii, 269 p.) : ill
Altri autori (Persone)	MorganRobin K. <1961->
Disciplina	150.722
Soggetti	Single subject research Social sciences - Research - Methodology Medical sciences - Research - Methodology
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	Why single-case research methods? -- Comparing group and single-case designs -- Observational strategies -- Dimensions of single-case research design and data display -- Single-case experimental designs : the withdrawal design -- Multiple-baseline designs -- Changing criterion designs -- Comparing treatments : the alternating treatments designs -- Data analysis in single-case research -- Contemporary themes and future directions in single-case research.
Sommario/riassunto	Using an integrated case study approach, the book begins with the underlying logic of single-case (and its relations to applied behaviour analysis) designs, specific design strategies and tactics, data presentation and interpretation, and the general advantages of single-subject research for those working in applied settings - particularly courses in psychology, social work, counseling and therapy, nursing, and related human services and allied health sciences.

2. Record Nr.	UNINA9910254964503321
Titolo	Challenging Dominant Views on Student Behaviour at School : Answering Back / / edited by Anna Sullivan, Bruce Johnson, Bill Lucas
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2016
ISBN	9789811006289 9811006288
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (198 p.)
Disciplina	370
Soggetti	Teachers - Training of School management and organization Early childhood education Teaching and Teacher Education Organization and Leadership Early Childhood Education
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 at the end of each chapters and index.
Nota di contenuto	Chapter 1 Introduction: Why it is important to answer back -- Chapter 2 Daring to disagree about school 'discipline': An Australian case study of a media-led backlash -- Chapter 3 Understanding and challenging dominant discourses about student behaviour at school -- Chapter 4 Promoting pedagogies of engagement in secondary schools: Possibilities for pedagogical reform -- Chapter 5 Goodbye Mr. Chips, Hello Dr. Phil? -- Chapter 6 Rethinking mis/behaviour in schools: From 'youth as a problem' to the 'relational school' -- Chapter 7 Reframing 'behaviour' in schools: The role of recognition in improving student wellbeing -- Chapter 8 'Schoolwork' and 'teachers': Disaffected boys talk about their problems with school -- Chapter 9 Beyond the 'habits' of 'punishing criticising and nagging': Fostering respectful and socially just student relations using critical pedagogies -- Chapter 10 Overcoming the 'hidden injuries' of students from refugee backgrounds: The importance of caring teacher-student relationships -- Chapter 11 Against the tide: Enacting respectful student behaviour

policies in 'zero tolerance' times -- Chapter 12 'Answering Back' - some concluding thoughts.

Sommario/riassunto

This is a deliberately provocative book. It critiques current student behaviour management practices, seeks to explain the flawed assumptions that justify those practices, and proposes how things could be better for children in our schools if different practices were adopted. It is one of the few books to offer alternative ways of addressing the issues associated with student behaviour at school, and exposes the field to serious and sustained critique from both a research perspective and a children's rights ideological stance. The authors address the following questions: What ideas dominate current thinking on student behaviour at school? What are the policy drivers for current practices? What is wrong with common behaviour approaches? What key ideologies justify these approaches? How can we present ethical alternatives to current approaches? How can a human rights perspective contribute to the development of alternative approaches? In exploring these questions and some ethical alternatives to the status quo, the authors suggest practical ways to 'answer back' to calls for more authoritarian responses to student behaviour within our schools. In doing so, the authors advocate for reforms on behalf of children, and in their interests.