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Nota di contenuto	Chapter 1. Why is an After-School Reading Program One of the Best Ways to Stop Reading Failure? Does Intrinsic Motivation Contribute to Mental Wellness in the Classroom? -- Chapter 2. Is Oral Reading Important in Correcting Reading Failure? -- Chapter 3. Is Group-Centered Better Than Classroom Instruction for Teaching Reading? The Need for a Group-Centered Approach. Testing Two Group Methods -- Chapter 4. How Do You Build a Group Program Based on the Principles of Intrinsic Motivation? Developing an After-School Program to Meet the Needs of all Students: Eight Years of Development -- Chapter 5. Selecting the Most Reliable Evaluation Tool -- Chapter 6. How Many Students Work Best in an After-School Program? Are Small Groups Better than Large After School Programs? What Ages? -- Chapter 7. Which Reading Levels Work Best Together? Can We Include Students with Special Needs? -- Chapter 8. Do Inner City and Rural Students Mix in a Reading Program? What are the Challenges? -- Chapter 9. Testing the Format? Does Group-Centered Prevention Work? A Very Successful Year -- Chapter 10. Why Does Group-Centered Prevention Work When

Other After-School Programs Fail? What is the Role of Intrinsic Motivation? Retesting? Another Success Story -- Chapter 11. Creating a Sustainable Ongoing After-School Program. The Story of New Leadership -- Chapter 12. Where Do We Go from Here? Comments from the Research Team. How Can You Apply What We Learned to Your Program? . .

Sommario/riassunto

This book examines the eight-year development of the Reading Orienteering Club after-school program, showing how to develop, test, change, and adapt an after-school program to fit the needs of the children who attend. It includes case studies and data reports for each year and presents the theory, application, and program evaluation steps that workers in the field or students learning about program design must follow. Chapters present first-person accounts as well as statistical evaluations of the effectiveness of the reading program with each group of children. In addition, chapters highlight the changes that were made in program design and why each change was implemented, giving practitioners the insights needed to adapt interventions and strategies to their own programs. The book concludes with recommendations from the authors on how to run a successful after-school reading program. Topics featured in this book include: The effect of intrinsic motivation to mental wellness in the classroom. The importance of oral reading in correcting reading failure. Group-center approaches to teaching reading in the classroom. How to select the best evaluation tool. The challenges of mixing inner city and rural students in a reading program. After-School Programming and Intrinsic Motivation is an essential reference for scientist-practitioners, clinicians, researchers, and graduate students in such disciplines as school psychology, childhood education, social work, psychotherapy and counseling, and learning and instruction.
