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Nota di contenuto	FRONT COVER; CLASSROOM BEHAVIOR, CONTEXTS, AND INTERVENTIONS; COPYRIGHT PAGE; CONTENTS; LIST OF CONTRIBUTORS; CLASSROOM BEHAVIOR, CONTEXT, AND INTERVENTIONS: THE SEARCH FOR SOLUTIONS TO COMPLEX PROBLEMS; BEHAVIOR; CONTEXT; INTERVENTION; THIS VOLUME; REFERENCES; TARGETS OF SELF-MONITORING: PRODUCTIVITY, ACCURACY, AND ATTENTION; SELF-MONITORING AS A COMPONENT OF OR A COMPLETE TREATMENT; COMPARISONS OF TARGETS FOR SELF-MONITORING; METHODS; RESULTS AND DISCUSSION; REFERENCES ISSUES RELATED TO IDENTIFYING AND IMPLEMENTING EVIDENCE-BASED SOCIAL SKILLS INTERVENTIONS FOR STUDENTS WITH HIGH-INCIDENCE DISABILITIES CONCEPTUALIZATION OF SOCIAL COMPETENCE; EFFICACY OF SOCIAL SKILLS INTERVENTIONS; METHODOLOGICAL AND CONCEPTUAL ISSUES IN SST; SOCIAL SKILLS INSTRUCTION: SSIS-INTERVENTION GUIDE; CONCLUSION; ACKNOWLEDGMENT; REFERENCES; COGNITIVE-BEHAVIORAL INTERVENTIONS TO PREVENT AGGRESSION OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS; AGGRESSION; COGNITIVE-BEHAVIORAL INTERVENTIONS; RESEARCH

AND IMPLEMENTATION ISSUES; FUTURE OF RESEARCH TO SCHOOL-BASED PRACTICE

REFERENCES ATTENTION DEFICIT HYPERACTIVITY DISORDER AND ACADEMICS; THEORETICAL EXPLANATIONS; ACADEMIC STATUS; ACADEMIC TRAJECTORY; CAUSAL FACTORS; IMPROVING ACADEMIC PERFORMANCE; FUTURE DIRECTIONS; REFERENCES; TEACHER EXPECTATIONS FOR STUDENT PERFORMANCE: LESSONS LEARNED AND IMPLICATIONS FOR RESEARCH AND PRACTICE; PURPOSE: A STARTING POINT; LESSONS LEARNED; CONSIDERATIONS; IMPLICATIONS FOR RESEARCH AND PRACTICE; SUMMARY; REFERENCES; ADOLESCENT DEVELOPMENT FOR STUDENTS WITH LEARNING DISABILITIES AND BEHAVIORAL DISORDERS: THE PROMISE OF SOCIAL EMOTIONAL LEARNING

DEFINING ADOLESCENCE AS A PERIOD OF DEVELOPMENT SOCIAL DEVELOPMENT; EMOTIONAL DEVELOPMENT; BEHAVIORAL DEVELOPMENT; WHAT IS SOCIAL AND EMOTIONAL LEARNING?; DISTINCTION BETWEEN SEL INTERVENTIONS AND OTHER INTERVENTIONS; DESCRIPTION OF THE META-ANALYSES EVALUATING SOCIAL AND EMOTIONAL LEARNING PROGRAMS; IDENTIFICATION OF SEL PROGRAMS SERVING ADOLESCENTS PRESENTING EARLY SIGNS OF PROBLEMS; OVERVIEW OF SEL PROGRAMS SERVING ADOLESCENTS PRESENTING EARLY SIGNS OF PROBLEMS; PROCEDURES USED TO CALCULATE EFFECT SIZES; FINDINGS OF SEL SERVING ADOLESCENTS PRESENTING EARLY SIGNS OF PROBLEMS

DESCRIPTION OF THE PROGRAMS ASSOCIATED WITH THE STRONGEST EFFECTS DESCRIPTION OF PROVEN SEL UNIVERSAL PROGRAMS; AREAS FOR FUTURE RESEARCH; NOTES; REFERENCES; BEYOND GRADE RETENTION AND SOCIAL PROMOTION: TOWARD SUPPORTING STUDENTS WITH LEARNING AND BEHAVIORAL DISABILITIES; RESEARCH EXAMINING THE EFFECTIVENESS OF GRADE RETENTION; CRITIQUES OF GRADE RETENTION RESEARCH; SUMMARY AND RECOMMENDATIONS; REFERENCES; UNIVERSAL SYSTEMS FOR PREVENTING BEHAVIOR PROBLEMS; MULTI-TIERED SYSTEMS; UNIVERSAL SYSTEMS: KEY FEATURES; SUMMARY; REFERENCES

PREVENTING AND RESPONDING TO BULLYING AND HARASSMENT IN SCHOOLS: WHAT WE KNOW AND WHAT CAN BE DONE

Sommario/riassunto	In this volume, internationally prominent scholars address contemporary topics such as grade retention, bullying and Harassment, response-to-intervention and universal systems in relation to how students with learning and behavioral disabilities are affected by them. Additionally, the scholars describe and discuss future directions for treatments such as social skills instruction, cognitive-behavioral prevention, social emotional learning programs, and self-monitoring.