

1. Record Nr.	UNINA9910780590203321
Titolo	Practitioner's guide to empirically based measures of school behavior [[electronic resource] /] / edited by Mary Lou Kelley, George H. Noell, and David Reitman
Pubbl/distr/stampa	New York, : Kluwer Academic/Plenum Pub., c2003
ISBN	1-280-61838-8 9786610618385 0-306-47934-6
Edizione	[1st ed. 2003.]
Descrizione fisica	1 online resource (244 p.)
Collana	AABT clinical assessment series
Altri autori (Persone)	KelleyMary Lou NoellGeorge ReitmanDavid <1965->
Disciplina	618.92/89
Soggetti	Clinical child psychology Developmental psychology
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	Behavior Problems of Children in the School Setting -- Assessment of Children's Behavior in the School Setting -- Behavior Problems in the School Setting -- Functional Assessment of School-Based Concerns -- Direct Assessment of Clients' Instructional Needs -- Assessment Instruments -- Summary Grid of Review Measures -- Measures of Externalizing and Attentional Problems in Children.
Sommario/riassunto	Children's display of unacceptable behavior in the school setting, school violence, academic underachievement, and school failure represent a cluster of problems that touches all aspects of society. Children with learning and behavior problems are much more likely to be unemployed, exhibit significant emotional and behavior disorders in adulthood, as well as become incarcerated. For example, by adolescence, children with Attention Deficit Hyperactivity Disorder are more likely to be retained a grade, drop out of school, have contact with the law, or fair worse along a number of dimensions than their unaffected siblings (Barkley, 1998). Identification, assessment, and treatment of children with externalizing behavior problems and

learningdisabilities is critical to optimizing development and prevention of relatively - tractable behavioral and emotional problems in adulthood. For example, poor interpersonal problem solving and social skills excesses and deficits are strongly associated with poor o- come in adolescence and adulthood. The school is where children learn essential academic, social, and impulse control skills that allow them to function effectively in later years. School is where problems in these areas can be most easily identified and addressed. The purpose of this book is to provide an overview of assessment practices for evaluating children's externalizing behavior problems exhibited in the school environment. Reviews of approximately 100 assessment devices for measuring children's externalizing problems are included. Instruments include structured interviews, rating scales, and observational methods.

2. Record Nr.

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**Titolo**

Educere : la revista especializada en educación

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Mérida, Venezuela, : Universidad de los Andes, Programa de Perfeccionamiento y Actualización Docente, 1997-

**Descrizione fisica**

1 online resource

**Soggetti**

Education - Venezuela  
Education - Study and teaching  
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**Lingua di pubblicazione**

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