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| 1. Record Nr. | UNINA9910781578603321 |
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| Titolo | Positive behavior support in secondary schools [[electronic resource]] : a practical guide // Ellie L. Young, Paul Caldarella, Michael J. Richardson |
| Pubbl/distr/stampa | New York, : Guilford Press, 2011 |
| ISBN | 1-283-34046-1 9786613340467 1-4625-0524-4 1-60918-974-4 |
| Descrizione fisica | 1 online resource (179 p.) |
| Collana | The Guilford practical intervention in the schools series |
| Classificazione | PSY006000EDU026000SOC025000EDU009000 |
| Altri autori (Persone) | CaldarellaPaul RichardsonMichael J |
| Disciplina | 373.11024 |
| Soggetti | School psychology - United States Behavior modification - United States School children - United States - Discipline High school students - United States - Psychology Middle school students - United States - 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 | Cover; The Guilford Practical Intervention in the Schools Series; Copyright Page; Dedication; About the Authors; Acknowledgments; Preface; Contents; 1. Foundational Ideas; Guiding Principles; Needs and Behavior; Replacements for Problem Behavior; Beliefs That Facilitate Change; A Teaching Approach to Discipline; Teaching Acceptable Behaviors; Side Effects of Coercion; Creating a Supportive Environment; Positive Behavior Support; Key Components of SWPBS; A Three-Tiered Approach; Summary; 2. Adolescent Needs and Secondary Settings; Developmental Changes; Physical; Cognitive; Social Developmental InteractionsAutonomy and Responsibility; Identity and Self-Concepts; Moral Awareness and Functioning; Strengths and Challenges of Secondary Education Contexts; Opportunities and Choices; Misfits and Conflicts; Schools, Communities, and Adolescent Belonging; Summary; 3. The Importance of School Climate; |

Understanding School Climate; Characteristics of a Healthy School Climate; Drawbacks of a Reactive and Punitive Approach; Benefits of a Healthy School Climate; Fostering a Healthy School Climate; Positive Personal Relationships; Positive Classroom Management; High-Quality Teaching

School LeadershipCommunity Involvement; Measuring School Climate; Process; Applicable Data; SWPBS and School Climate; Focus on Prevention; A Middle School Case Study; Summary; 4. Planning for Implementation; Creating the Context for Implementation; Assembling a Planning Committee or Team; Creating Committee Objectives and Structure; Determining Responsibility for Professional Development; Establishing Roles and Responsibilities; Accessing School Resources; Human Resources; Physical Resources; Creating Buy-In from Teachers and Other School Stakeholders; Using Data

Working with District AdministratorsWorking with Parents and Community Members; Working with Students; Building Capacity through Teacher Development; Establishing Alignment; Collaborating; Investing Time; Including Important Components; Summary; 5.

Schoolwide Interventions: Tier 1; The Importance of Expectations; Creating Behavioral Expectations in Secondary Schools; Teaching Social Skills to All Students; The Nature of Social Skills; Social Skills Assessments; Teaching Social Skills; Social Skills Rationales; Instructional Procedures; Schoolwide Encouragement and Praise Schoolwide Token Economy SystemsAdministrative Interventions; Summary; 6. Monitoring Implementation and Outcomes Using Data; Recognizing the Importance of Data for Decision Making; Establishing a Data-Based Decision-Making System; Using a Variety of Data; Using Systems Productively; Using ODRs; Implementing an ODR System; Using ODR Data to Monitor Interventions; Recognizing Strengths and Weaknesses of ODR Data; Attending to Treatment Fidelity; Meaning of Treatment Fidelity; Assessing Treatment Fidelity; Understanding Social Validity; Measuring Social Validity; Summary; 7. Schoolwide Screening Overview of Screening

Sommario/riassunto

" This much-needed guide shows how to implement positive behavior support (PBS) strategies in secondary settings, using a three-tiered approach. The authors adapt the core ideas of PBS to the developmental context of adolescence and the organizational structures of middle schools and junior and senior high schools. With an emphasis on data-based decision making, the book provides ideas and examples for meeting the behavioral needs of all students, from those with emerging concerns to those with ongoing, chronic problems. It takes practitioners step by step through planning, implementing, evaluating, and sustaining schoolwide, small-group, and individual interventions. In a large-size format with convenient lay-flat binding, the book includes useful reproducible forms. "--
