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Altri autori (Persone)	WellsKaren C LenhartLisa A
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Nota di contenuto	Contents; Chapter 1 Introductory Information for Child Group Facilitators; Chapter 2 Child Group Logistics; Coping Power Child Program: Year 1; Chapter 3 Session 1: Group Structure and Behavioral Goal Setting Procedure; Chapter 4 Session 2: Goal Setting - Part I; Chapter 5 Session 3: Goal Setting - Part II; Chapter 6 Session 4: Organizational and Study Skills; Chapter 7 Session 5: Awareness of Feelings and Physiological Arousal Related to Anger - Part I; Chapter 8 Session 6: Awareness of Feelings and Physiological Arousal Related to Anger - Part II; Chapter 9 Session 7: Anger and Self-Control Chapter 10 Session 8: Using Self-Statements for Anger Coping - Part IChapter 11 Session 9: Using Self-Statements for Anger Coping - Part II; Chapter 12 Session 10: Using Self-Statements for Anger Coping - Part III; Chapter 13 Session 11: Relaxation and Overcoming Barriers to Self-Control; Chapter 14 Session 12: Perspective Taking - Part I; Chapter 15 Session 13: Perspective Taking - Part II; Chapter 16 Session 14: Perspective Taking - Part III; Chapter 17 Session 15: Perspective Taking and Problem Solving; Chapter 18 Session 16: Social Problem Solving - Part I

Chapter 19 Session 17: Social Problem Solving - Part IIChapter 20
Session 18: Social Problem Solving - Part III; Chapter 21 Session 19:
Social Problem Solving - Part IV; Chapter 22 Session 20: Group Creates
Videotape - Part I; Chapter 23 Session 21: Group Creates Videotape -
Part II; Chapter 24 Session 22: Group Creates Videotape - Part III;
Coping Power Program: Year 2; Chapter 25 Session 23: Review From
Previous Year; Chapter 26 Session 24: Organizational and Study Skills
Review; Chapter 27 Session 25: Application of Social Problem Solving to
Teacher Conflict
Chapter 28 Session 26: Application of Social Problem Solving to Both
Making Friends and Being Friends With OthersChapter 29 Session 27:
Application of Social Problem Solving to Group Entry and Negotiation
With Peers; Chapter 30 Session 28: Sibling Conflict and Problem
Solving; Chapter 31 Session 29: Application of Social Problem Solving
to Peer Pressure; Chapter 32 Session 30: Refusal Skills; Chapter 33
Session 31: Problem Solving About Neighborhood Problems, Deviant
Peer Groups, and Centrality of Group Membership; Chapter 34 Session
32: Group Creates Peer Pressure Poster
Chapter 35 Session 33: Positive Quality Development and Peer
RelationshipsChapter 36 Session 34: Review and Termination of the
Coping Power Program; Chapter 37 End of the Year Party; References;
About the Authors

Sommario/riassunto

The Coping Power Program is designed for use with preadolescent and early adolescent aggressive children and their parents and is often delivered near the time of children's transition to middle school. Aggression is one of the most stable problem behaviors in childhood. If not dealt with effectively, it can lead to negative outcomes in adolescence such as drug and alcohol use, truancy and dropout, delinquency, and violence. This program has proven effective in helping to avoid these types of problems. The parent component of the program consists of 16 group meetings also held during the 5th a
