

1. Record Nr.	UNINA9910782359203321
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Titolo	Handbook of Positive Behavior Support [[electronic resource] /] / edited by Wayne Sailor, Glen Dunlap, George Sugai, Rob Horner
Pubbl/distr/stampa	New York, NY : , : Springer US : , : Imprint : Springer, , 2009
ISBN	1-281-92002-9 9786611920029 0-387-09632-9
Edizione	[1st ed. 2009.]
Descrizione fisica	1 online resource (792 p.)
Collana	Issues in Clinical Child Psychology, , 1574-0471
Disciplina	618.9289
Soggetti	Clinical psychology Child psychology School psychology Social work Education Psychotherapy Counseling Clinical Psychology Child and School Psychology Social Work Education, general Psychotherapy and Counseling Saas-Fee (Switzerland) Social conditions Saas-Fee (Switzerland) Statistics, Medical
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Overview and History of Positive Behavior Support -- The Intellectual Roots of Positive Behavior Support and Their Implications for Its Development -- Early Childhood, Family, And Community -- Positive Behavior Support and Early Intervention -- Toward an Ecological Unit of Analysis in Behavioral Assessment and Intervention With Families of Children With Developmental Disabilities -- Positive Behavior Support

and Early Intervention for Young Children With Autism: Case Studies on the Efficacy of Proactive Treatment of Problem Behavior -- Integrating a Positive behavior Support Approach Within Head Start -- Empirically Supported Intervention Practices for Autism Spectrum Disorders in School and Community Settings: Issues and Practices -- A Programwide Model for Supporting Social Emotional Development and Addressing Challenging Behavior in Early Childhood Settings -- Integrating PBS, Mental Health Services, and Family-Driven Care -- Optimistic Parenting: Hope and Help for Parents With Challenging Children -- Families Facing Extraordinary Challenges in Urban Communities: Systems-Level Application of Positive Behavior Support -- Delivering behavior Support in the Foster Care System -- Schoolwide -- Defining and Describing Schoolwide Positive Behavior Support -- Sustainability of Systems-Level Evidence-Based Practices in Schools: Current Knowledge and Future Directions -- Increasing Family Participation Through Schoolwide Positive Behavior Supports -- Primary-Tier Interventions and Supports -- Secondary-Tier Interventions and Supports -- Function-Based Supports for Individual Students in School Settings -- Implementation of Schoolwide Positive Behavior Support in Urban Settings -- Positive Behavior Support in Alternative Education, Community-Based Mental Health, and Juvenile Justice Settings -- Behavior Supports in Nonclassroom Settings -- Facilitating Academic Achievement Through Schoolwide Positive behavior Support -- Using a Problem-Solving Model to Enhance Data-Based Decision Making in Schools -- Finding a direction for High School Positive Behavior Support -- Systems Change and the Complementary Roles of In-Service and Preservice Training in Schoolwide Positive Behavior Support -- New Directions -- Sustaining Positive behavior Support in a Context of Comprehensive School Reform -- Completing the Continuum of Schoolwide Positive behavior Support: Wraparound as a Tertiary-Level Intervention -- Implementing Function-Based Support Within Schoolwide Positive Behavior Support -- Response to Intervention and Positive Behavior Support -- Erratum.

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### Sommario/riassunto

A revolution in working with difficult students began during the 1980s, with a dramatic shift away from dependence on simply punishing bad behavior to reinforcing desired, positive behaviors of children in the classroom. With its foundation in applied behavior analysis (ABA), positive behavior support (PBS) is a social ecology approach that continues to play an increasingly integral role in public education as well as mental health and social services nationwide. The Handbook of Positive Behavior Support gathers into one concise volume the many elements of this burgeoning field and organizes them into a powerful, dynamic knowledge base – theory, research, and applications. Within its chapters, leading experts, including the primary developers and researchers of PBS: Review the origins, history, and ethical foundations of positive behavior support. Report on applications of PBS in early childhood and family contexts, from Head Start to foster care to mental health settings to autism treatment programs. Examine school-based PBS used to benefit all students regardless of ability or conduct. Relate schoolwide PBS to wraparound mental health services and the RTI (response to intervention) movement. Provide data and discussion on a variety of topics salient to PBS, including parenting issues, personnel training, high school use, poorly functioning schools, and more. This volume is an essential resource for school-based practitioners as well as clinicians and researchers in clinical child, school, and educational psychology.

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