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Nota di contenuto	Front Cover; Evidence- Based Educational Methods; Copyright Page; Contents; Contributors; Preface; Part 1: Introduction to Evidence-Based Educational Methods; Chapter 1. The Need for Evidence-Based Educational Methods; Introduction; No Child Left Behind; Behavior Analysis and Education; Chapter 2. Reviewing the Outcomes and Principles of Effective Instruction; Introduction; Precision Teaching; Direct Instruction; Programmed Instruction; Personalized System of Instruction; Summary and Conclusion; Chapter 3. A Real Science and Technology of Education; Introduction The Need for a Strategic Science of Instruction Components of an Advanced and Sophisticated Science and Technology of Instruction; Cabas®: A Systems Technology of Schooling and a Strategic Science of Pedagogy; Conclusion; Part 2: Precision Teaching; Chapter 4. Precision Teaching: Foundations and Classroom Applications; Why Precision Teaching?; The Chart; Example of Precision Teaching Implementation; Read a Chart; Chart Features; Another Chart Example: Middle School; Learning/Celeration; Precision Teaching's Place in Teaching and Education; Ethics and Precision Teaching Measures in Schools

Chapter 5. Precision Teaching: Applications in Education and Beyond  
Introduction; Precision Teaching and Special Education; Precision Teaching for Adult Learners in College and Pre-Vocational Training; Precision Teaching Applications for Individuals with Various Disabilities; Precision Teaching with Thoughts, Urges, and Other "Inner" Phenomena; Precision Teaching, Computers, and Internet Resources; Conclusions; Part 3: Direct Instruction; Chapter 6. Direct Instruction: The Big Ideas; Introduction; Teaching Generalizable Strategies  
Instructional Programs that Powerfully and Systematically Build Skills Organize Instruction to Maximize High-Quality Instructional Interactions; Research Related to Direct Instruction; Chapter 7. Teacher-Made Scripted Lessons; Introduction; Definition of Explicit Instruction; Scripted Lessons; Orient and Review; Presentation of New Content; Practice; Formal Assessments; Positive Outcomes of Scripted Lessons; Chapter 8. The Competent Learner Model: A Merging of Applied Behavior Analysis, Direct Instruction, and Precision Teaching; Introduction  
Applied Behavior Analysis and The Competent Learner Model Direct Instruction and the Competent Learner Model; Precision Teaching and the Competent Learner Model; The Components of the Competent Learner Model; Evidence of the Impact of the Competent Learner Model; Part 4: Computers and Teaching Machines; Chapter 9. Effective Use of Computers in Instruction; Introduction; What are the Types of Instructional Software?; What are the Features of Effective Instructional Software?; What Makes Software Design Effective?; What is the Evidence for the Effectiveness of Automated Instruction?  
How Should Particular Instructional Software be Evaluated?

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Sommario/riassunto

Evidence-Based Educational Methods answers the challenge of the No Child Left Behind Act of 2001 by promoting evidence-based educational methods designed to improve student learning. Behavioral scientists have been refining these instructional methods for decades before the current call for evidence-based education. Precision Teaching, Direct Instruction, Computerized Teaching, Personalized System of Instruction, and other unique applications of behavior analysis are all informed by the scientific principles of learning, have been tested in the laboratory, and are often shown to

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