

1. Record Nr.	UNINA9910786280903321
Autore	Volpe Robert J. <1964->
Titolo	Daily behavior report cards [[electronic resource] ] : an evidence-based system of assessment and intervention // Robert J. Volpe, Gregory A. Fabiano ; foreword by William E. Pelham, Jr
Pubbl/distr/stampa	New York, : Guilford Press, 2013
ISBN	1-4625-1087-6 1-4625-0924-X
Descrizione fisica	1 online resource (146 p.)
Collana	Guilford practical intervention in the schools series
Classificazione	PSY006000EDU026000SOC025000EDU009000
Altri autori (Persone)	FabianoGregory A VolpeRobert J. <1964->
Disciplina	370.15/28
Soggetti	Behavior modification Behavioral assessment Rewards and punishments in education Report cards Home and school
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	Machine generated contents note: Foreword, William E. Pelham, Jr. -- 1. Introduction -- 2. Identifying Students Who Might Benefit from a DRC -- 3. Problem Identification -- 4. DRC Design -- 5. Explaining the DRC to Students -- 6. Working with Parents: Establishing a Home-Based Reward System -- 7. Monitoring Progress and Evaluating the DRC -- 8: Incorporating Self-Monitoring within the DRC Intervention to Promote Maintenance and Generalization, Amy M. Briesch and Brian Daniels -- 9. Problems and Solutions -- Appendix A. ISIS Teacher Rating Form -- Appendix B. Screening Interview Form -- Appendix C. Problem Identification Interview Form -- Appendix D. Baseline Data Collection Form -- Appendix E. Examples of DRCs -- Appendix F. Home Reward Planning Sheet -- Appendix G. DRC Contract and Parent Letter -- Appendix H. DRC Design Interview Form -- Appendix I. Treatment Integrity Form -- Appendix J. DRC Evaluation Interview Form -- Appendix K. SM-DRC Training Form.
Sommario/riassunto	"This book presents everything needed to design and implement daily

behavior report cards (DRCs), a flexible and dynamic system for promoting positive student behaviors and overcoming barriers to learning. DRCs offer a way to reward K-12 students for achieving clearly defined goals while building school-home collaboration. Teachers can implement the authors' evidence-based approach in just minutes a day, and it is fully compatible with multi-tiered systems of support. In a large-size format with lay-flat binding for easy photocopying, the book includes over a dozen reproducible forms. Purchasers get access to a companion Web page featuring printable copies of the reproducible materials plus additional useful tools for charting student progress. This book is in The Guilford Practical Intervention in the Schools Series"--

2. Record Nr.	UNINA9910831829203321
Autore	Aydin Ciano
Titolo	Extimate technology : Self-formation in a technological world. // Ciano Aydin
Pubbl/distr/stampa	2021
ISBN	9781000357967 1000357961
Descrizione fisica	1 online resource
Collana	Routledge Studies in Contemporary Philosophy.
Classificazione	PHI034000
Disciplina	303.48301
Soggetti	Nonfiction Philosophy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	This book investigates how we should form ourselves in a world saturated with technologies that are profoundly intruding in the very fabric of our selfhood. New and emerging technologies, such as smart technological environments, imaging technologies and smart drugs, are increasingly shaping who and what we are and influencing who we ought to be. How should we adequately understand, evaluate

and appreciate this development? Tackling this question requires going beyond the persistent and stubborn inside-outside dualism and recognizing that what we consider our "inside" self is to a great extent shaped by our "outside" world. Inspired by various philosophers – especially Nietzsche, Peirce and Lacan –this book shows how the values, goals and ideals that humans encounter in their environments not only shape their identities but also enable them to critically relate to their present state. The author argues against understanding technological self-formation in terms of making ourselves better, stronger and smarter. Rather, we should conceive it in terms of technological sublimation, which redefines the very notion of human enhancement. In this respect the author introduces an alternative, more suitable theory, namely Technological Sublimation Theory (TST). *Estimate Technology* will be of interest to scholars and advanced students working in philosophy of technology, philosophy of the self, phenomenology, pragmatism, and history of philosophy. The Open Access version of this book, available at <http://www.taylorfrancis.com/books/9781003139409>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

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