

1. Record Nr.	UNINA9910449990503321
Titolo	Stereotypes as explanations : the formation of meaningful beliefs about social groups // [edited by] Craig McGarty, Vincent Y. Yzerbyt, and Russell Spears [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2002
ISBN	1-107-13020-4 1-280-43024-9 0-511-17756-9 0-511-04135-7 0-511-14795-3 0-511-30507-9 0-511-48987-0 0-511-04746-0
Descrizione fisica	1 online resource (x, 231 pages) : digital, PDF file(s)
Disciplina	303.3/85
Soggetti	Stereotypes (Social psychology) Social groups Prejudices
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 200-224) and indexes.
Nota di contenuto	Cover; Half-title; Title; Copyright; Contents; Figures; Contributors; Preface; 1 Social, cultural and cognitive factors in stereotype formation; 2 Stereotype formation as category formation; 3 Subjective essentialism and the emergence of stereotypes; 4 The role of theories in the formation of stereotype content; 5 Illusory correlation and stereotype formation: making sense of group differences and cognitive biases; 6 Dependence and the formation of stereotyped beliefs about groups: from interpersonal to intergroup perception
Sommario/riassunto	Stereotyping is one of the biggest single issues in social psychology, but relatively little is known about how and why stereotypes form. Stereotypes as Explanations is the first book to explore the process of stereotype formation, the way that people develop impressions and

views of social groups. Conventional approaches to stereotyping assume that stereotypes are based on erroneous and distorted processes, but the authors of this book take a very different view, namely that stereotypes form in order to explain aspects of social groups and in particular to explain relationships between groups. In developing this view, the authors explore classic and contemporary approaches to stereotype formation and advance new ideas about such topics as the importance of category formation, essentialism, illusory correlation, interdependence, social reality and stereotype consensus. They conclude that stereotypes are indeed explanations, but they are nevertheless highly selective, variable and frequently contested explanations.

2. Record Nr.	UNINA9910791875703321
Autore	Hulac David M.
Titolo	Behavioral interventions in schools : a response-to-intervention guidebook // David Hulac. [et al.]
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	1-135-16402-9 1-135-16403-7 1-283-04511-7 9786613045119 0-203-85956-1
Descrizione fisica	1 online resource (289 p.)
Collana	School-based practice in action series
Disciplina	370.15/28
Soggetti	School discipline Classroom management Problem children - Behavior modification
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	Book Cover; Title; Copyright; Contents; Series Editors' Foreword; 1 Introduction; 2 Building the School-Based Problem-Solving Team; 3 Understanding Positive Behavior Support; 4 Preventing Schoolwide

Misbehaviors; 5 Preventing Classroom Misbehaviors; 6 Implementing a Schoolwide Token Economy; 7 Creating Procedures for Office Discipline Referrals; 8 Identifying Schoolwide Problems; 9 Identifying Classwide Problems; 10 Identifying Students for Tier II Interventions; 11 Providing Interventions for Students in Tier II; 12 Understanding the Function of Behavior
13 Providing Tier III Behavioral InterventionsReferences; CD Contents; Appendix A: Forms; Appendix B: Intervention Coach Cards; Appendix C: Excel Spreadsheet; Appendix D: Ways to Reward Kids; Appendix E: Topics of In-Services; Index

Sommario/riassunto

This book is a how-to manual for school mental health professionals, educators, and administrators that discusses a series of steps that can be used to proactively manage and prevent many different types of behavioral problems in a positive manner. It incorporates both the high structure and high behavioral expectations that are crucial for school success, but also describes following this structure in such a way that students feel included, important, and respected. Rather than requiring the mental health providers to investigate the research themselves and come up with a behavioral problem
