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Titolo	You can't make me! : from chaos to cooperation in the elementary classroom // Sylvia Rockwell ; indexer, Pam VanHuss ; cover designer, Lisa Miller
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Descrizione fisica	1 online resource (321 p.)
Disciplina	372.139/3
Soggetti	Problem children - Education (Elementary) Problem children - Behavior modification Classroom management
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	Cover; Contents; List of Figures; Preface; Acknowledgments; About the Author; Chapter 1 - Foundations and Frameworks; Introduction; Foundational Principles; Foundational Principle 1: The only Person I can Control is Myself; Foundational Principle 2: Behavior is Purposeful; Foundational Principle 3: Reinforcement Increases the Likelihood That a Behavior Will be Repeated; Foundational Principle 4: Punishment Decreases the Likelihood That a Behavior Will be Repeated; Foundational Principle 5: All People Have the Same Basic Needs Foundational Principle 6: Each Person Has His or Her Own Belief about How to Meet a Particular Need Foundational Principle 7: People Who Have Had Their Needs Met Reliably through Socially Accepted Means Operate from Three Basic Assumptions; Foundational Principle 8: Trauma and Long-Term Exposure to Shame-Producing Events Shatters Those Assumptions; Foundational Principle 9: Human Beings Work to Maintain a Sense of Control; Foundational Principle 10: Shame Comes from Public Exposure of One's Own Vulnerability; Human beings Work to Avoid Shame Foundational Principle 11: The Four Components of Behavior are Overt,

Observable Actions, Emotions, thoughts, and Physiological Reactions
Interventions Need to Address all Four; Foundational Principle 12: What
We Do to, for, and with Youth Has Powerful, Long-Term Effects;
Theoretical Approaches to Behavior Management; The Behavioral
Approach; The Biophysical Approach; The Ecological Approach; The
Cognitive-Behavioral Approach; A Rationale for Integrating the
Theoretical Approaches; Conclusion; Chapter 2 - Typical and Atypical
Development; Introduction; Typical Development
Atypical Development Assessment; Understanding the Whole Child:
Essential Research Topics; Temperament versus Learned Behavior;
Externalizing and Internalizing Disorders: The Question of Blame;
Neurodevelopmental Constructs; Assessment Tools: Expanding and
Enhancing Their Application; Triage: A Rationale for Decision Making;
Conclusion; Chapter 3 - Group Development; Introduction; Group
Formation: Characteristics and Processes; Stages of Group
Development; Stage 1; Stage 2; Stage 3; Roles That Students Play; Roles
That Teachers Play; The Pecking Order; Strategies for Building
Community
Conclusion Chapter 4 - Classwide Behavior Management; Introduction;
Conditions; Physical Environment; Schedule; Climate; Consequences;
Expectations; Rules; Procedures; Reinforcement and Punishment;
Curriculum; Teaching Rules; Teaching Social Skills; Teaching Optimism;
Conclusion; Chapter 5 - The Behavior-Achievement Connection;
Introduction; Learners Who are at Risk; A Strategy Selection Framework;
A Multifaceted Approach in Action; The Role of Assessment;
Standardized Assessments; Informal Assessments; Reading Instruction;
Essential Elements for Effective Reading Instruction
Algebraic Thinking
