

1. Record Nr.	UNINA9910797767103321
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Titolo	Supporting students with emotional and behavioral problems : prevention and intervention strategies // by Lee Kern, Michael P. George and Mark D. Weist
Pubbl/distr/stampa	Baltimore, [Maryland] ; ; London, [England] ; ; Sydney, [New South Wales] : , : Paul H. Brookes Publishing Co., , 2016 ©2016
ISBN	1-68125-126-4 1-68125-123-X
Descrizione fisica	1 online resource (305 p.)
Classificazione	EDU026050EDU044000
Disciplina	371.94
Soggetti	Mentally ill children - Education Problem children - Behavior modification Behavior therapy for children
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 at the end of each chapters and index.
Nota di contenuto	Cover; Title Page; Contents; About the Forms; About the Authors; Foreword-Tim Lewis; Foreword-Susan Roger; Preface; Acknowledgments; Dedication; Chapter 1: School Behavior Problems and Models of Prevention and Intervention; BEHAVIOR PROBLEMS IN SCHOOLS; FACTORS CONTRIBUTING TO BEHAVIOR PROBLEMS; THE DETRIMENTAL OUTCOMES OF PROBLEM BEHAVIORS; REASONS FOR POOR STUDENT OUTCOMES; COMPONENTS OF EFFECTIVE APPROACHES; OVERVIEW OF A TIERED APPROACH; SUMMARY; Self-Reflection; REFERENCES; Chapter 2: Schoolwide Positive Behavior Support; FEATURES OF SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT A Different PerspectiveA Proactive Approach; An Instructional Approach; A Systems Approach; A Collaborative Process; A First Step in Schoolwide Social Skills Instruction; Data-Driven Decisions; A Resource for Consistent Decision Making; A TIERED PREVENTION MODEL; Tier 1; Tier 2; Tier 3; SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION: A PRACTICAL PROCESS FOR SCHOOL IMPROVEMENT; Getting Started; TIER 1 INTERVENTION; Defining School Rules and

Expectations; Teaching School Rules and Expectations; Recognition and Acknowledgment for Adherence to Rules and Expectations; TIER 2 INTERVENTIONS

Check In Check Out Social Skills Training; First Step to Success; Mentoring; SUMMARY; Self-Reflection; REFERENCES; Chapter 3: Assessing the Classroom Environment; INFORMAL SELF-ASSESSMENTS; THE TEACHER SELF-ASSESSMENT OF CLASSROOM MANAGEMENT PRACTICES; Physical Organization of Classroom Space; Classroom Expectations; Classroom Routines and Procedures; Teacher-Student Interactions and Emotional Climate; Procedures for Teaching and Reinforcing Appropriate Behavior; Procedures for Managing Behavior Problems; TEACHER VERBAL BEHAVIOR; SELF-ASSESSMENT OF EFFECTIVE TEACHING STRATEGIES

ASKING STUDENTS ABOUT THE CLASSROOM ENVIRONMENT USING PEER OBSERVATIONS FOR ENHANCING CLASSROOM PRACTICES; SUMMARY; Self-Reflection; REFERENCES; Chapter 4: Managing Classroom Behavior; IMPROVING THE ARRANGEMENT OF CLASSROOM SPACE; CLASSROOM EXPECTATIONS; ESTABLISHING ROUTINES AND CLASSROOM PROCEDURES; ENHANCING TEACHER-STUDENT INTERACTIONS AND CLASSROOM CLIMATE; ENCOURAGING APPROPRIATE BEHAVIOR AND ADDRESSING INAPPROPRIATE BEHAVIOR; Instruction and Reinforcement; Enhancing Systems Already in Place; Additional Strategies for Nonresponders

PROCEDURES FOR MANAGING AND DECREASING MORE SERIOUS BEHAVIOR PROBLEMS Classwide Management Plan for Escalating Behavior; SUMMARY; SELF-REFLECTION; REFERENCES; Chapter 5: Effective Instructional Practices; ESTABLISH ACADEMIC EXPECTATIONS; CRAFT A MOTIVATING CURRICULUM; USE DIVERSE TEACHING METHODS; DIFFERENTIATE INSTRUCTION; INCORPORATE STUDENT INTEREST; INCREASE ACTIVE STUDENT ENGAGEMENT; USE A BRISK PACE; PROVIDE EXPLICIT INSTRUCTION; RETEACH IF NEEDED; SUMMARY; Self-Reflection; REFERENCES; Chapter 6: Promoting Student Social Skills; DEVELOPMENTAL DIFFERENCES IN CHILDREN'S SOCIAL SKILLS

CONSIDERATIONS WHEN TEACHING SOCIAL BEHAVIOR

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Sommario/riassunto

This book provides educators with practical, simple step-by-step strategies to address serious problem behaviors in school settings, framing interventions within a tiered system focused on prevention and positive approaches.

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