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Autore	Sandulli, Alfredo
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Autore	Rockwell Sylvia
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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 NeedFoundational 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 DevelopmentAssessment; 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

ConclusionChapter 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
