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Titolo	Common-sense classroom management for special education teachers, grades 6-12 // Jill A. Lindberg [and three others] ; acquisitions editor Faye Zucker ; copy editor Barbara Ray ; cover designer Michael Dubowe
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Nota di contenuto	Cover; Contents; Preface; Acknowledgments; About the Authors; Chapter 1 - Getting Organized; Student Information; Supplies and Materials; Your Desk and Surrounding Areas; Forms and Schedules; Room Arrangement; Wall Displays; Chapter 2 - Organizing Students; Preparing for Class; Storage Systems; Daily Organizational Strategies; Routines and Rules; Peer Buddies; Chapter 3 - Delivery of Special Education Services; Determining Level of Educational Services for Students with Academic Disabilities; Determining Level of Support for Students with Behavioral Challenges; Providing Educational Services Developing Your Schedule to Support StudentsSharing Student Information; Providing Services to Students with Disabilities through Collaboration; Special Education Instructional Planning; Chapter 4 - Positive Behavioral Supports; Classroom Management and Coteaching; Providing Indirect Behavioral Support to Students within the Inclusive Classroom; Managing Behavior in the Special Education Classroom; Addressing Individual Student Behavior Challenges; Managing Special Education Classrooms Designed for Students with Extremely Challenging Behavior; Tokens of Recognition and Other Fabulous Prizes

Activity Reinforcers Backup Plans for Students Not Earning the Incentive; Consequences; When You Must Discipline; Functional Behavioral Assessment and Behavior Intervention Plan; Conducting a Functional Behavioral Assessment; Developing a Behavior Intervention Plan; Chapter 5 - General Education Instructional Planning; Your Involvement in the General Education Classroom; Planning for Academic Success; Planning for Behavioral Success; Grading Students with Disabilities; Coteaching and Co-planning; Chapter 6 - Specially Designed Instruction; Implementing the IEP; Finding Appropriate Materials Individualized Work The IEP and Assistive Technology; Using Assistive Technology as a Learning Support; Learning Strategies; Transition Planning; Transition Planning for Students Bound for Postsecondary Education; Instruction in Behavior; Chapter 7 - Legal Issues; Changes to the IEP Process as Required by IDEIA; Transition; Student and Parent Rights; Transfer of Rights; Functional Behavioral Assessments and Behavior Intervention Plan; Manifestation Determination; Chapter 8 - Working with Families; Before You Contact Families...; Establishing and Maintaining a Positive Relationship IEP Meetings Parent Conferences; Documentation; Assistance from School Support Staff; Chapter 9 - Working with Support Staff; The IEP and Support Staff Involvement; Support from the Special Education Administrative Staff; Support from the School Psychologist; Support from the School Social Worker; Support from the Guidance Counselor; Support from Transition Service Providers; Other Support Staff; Chapter 10 - Working with Teacher Assistants; Making a Schedule; Communication; Presenting a United Front; Assigning Responsibilities; Discussing Concerns; Chapter 11 - Working with Administration Understanding Your Principal's View of Special Education in Your School
