

1. Record Nr.	UNINA9910812450903321
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Titolo	Positive behavior support in secondary schools : a practical guide // Ellie L. Young, Paul Caldarella, Michael J. Richardson
Pubbl/distr/stampa	New York, : Guilford Press, 2011
ISBN	1-283-34046-1 9786613340467 1-4625-0524-4 1-60918-974-4
Descrizione fisica	1 online resource (179 p.)
Collana	The Guilford practical intervention in the schools series
Classificazione	PSY006000EDU026000SOC025000EDU009000
Altri autori (Persone)	CaldarellaPaul RichardsonMichael J
Disciplina	373.1102/4
Soggetti	School psychology - United States Behavior modification - United States School children - United States - Discipline High school students - United States - Psychology Middle school students - United States - Psychology
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; The Guilford Practical Intervention in the Schools Series; Copyright Page; Dedication; About the Authors; Acknowledgments; Preface; Contents; 1. Foundational Ideas; Guiding Principles; Needs and Behavior; Replacements for Problem Behavior; Beliefs That Facilitate Change; A Teaching Approach to Discipline; Teaching Acceptable Behaviors; Side Effects of Coercion; Creating a Supportive Environment; Positive Behavior Support; Key Components of SWPBS; A Three-Tiered Approach; Summary; 2. Adolescent Needs and Secondary Settings; Developmental Changes; Physical; Cognitive; Social Developmental InteractionsAutonomy and Responsibility; Identity and Self-Concepts; Moral Awareness and Functioning; Strengths and Challenges of Secondary Education Contexts; Opportunities and Choices; Misfits and Conflicts; Schools, Communities, and Adolescent Belonging; Summary; 3. The Importance of School Climate; Understanding School Climate; Characteristics of a Healthy School

Climate; Drawbacks of a Reactive and Punitive Approach; Benefits of a Healthy School Climate; Fostering a Healthy School Climate; Positive Personal Relationships; Positive Classroom Management; High-Quality Teaching
School LeadershipCommunity Involvement; Measuring School Climate; Process; Applicable Data; SWPBS and School Climate; Focus on Prevention; A Middle School Case Study; Summary; 4. Planning for Implementation; Creating the Context for Implementation; Assembling a Planning Committee or Team; Creating Committee Objectives and Structure; Determining Responsibility for Professional Development; Establishing Roles and Responsibilities; Accessing School Resources; Human Resources; Physical Resources; Creating Buy-In from Teachers and Other School Stakeholders; Using Data
Working with District AdministratorsWorking with Parents and Community Members; Working with Students; Building Capacity through Teacher Development; Establishing Alignment; Collaborating; Investing Time; Including Important Components; Summary; 5. Schoolwide Interventions: Tier 1; The Importance of Expectations; Creating Behavioral Expectations in Secondary Schools; Teaching Social Skills to All Students; The Nature of Social Skills; Social Skills Assessments; Teaching Social Skills; Social Skills Rationales; Instructional Procedures; Schoolwide Encouragement and Praise Schoolwide Token Economy SystemsAdministrative Interventions; Summary; 6. Monitoring Implementation and Outcomes Using Data; Recognizing the Importance of Data for Decision Making; Establishing a Data-Based Decision-Making System; Using a Variety of Data; Using Systems Productively; Using ODRs; Implementing an ODR System; Using ODR Data to Monitor Interventions; Recognizing Strengths and Weaknesses of ODR Data; Attending to Treatment Fidelity; Meaning of Treatment Fidelity; Assessing Treatment Fidelity; Understanding Social Validity; Measuring Social Validity; Summary; 7. Schoolwide Screening Overview of Screening

Sommario/riassunto

" This much-needed guide shows how to implement positive behavior support (PBS) strategies in secondary settings, using a three-tiered approach. The authors adapt the core ideas of PBS to the developmental context of adolescence and the organizational structures of middle schools and junior and senior high schools. With an emphasis on data-based decision making, the book provides ideas and examples for meeting the behavioral needs of all students, from those with emerging concerns to those with ongoing, chronic problems. It takes practitioners step by step through planning, implementing, evaluating, and sustaining schoolwide, small-group, and individual interventions. In a large-size format with convenient lay-flat binding, the book includes useful reproducible forms. "--
