

1. Record Nr.	UNINA9910813197803321
Titolo	Emerging research and issues in behavioral disabilities // edited by Timothy J. Landrum, Bryan G. Cook and Melody Tankersley
Pubbl/distr/stampa	London, England : , : Emerald Publishing Limited, , [2019] ©2019
ISBN	1-78756-086-4 1-78756-084-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (178 pages)
Collana	Advances in learning and behavioral disabilities, , 0735-004X ; ; volume 30
Disciplina	618.9289
Soggetti	Behavior disorders in children - Treatment - Research Behavior disorders in adolescence - Treatment - Research Education - Special Education / Behavioral, Emotional & Social Disabilities Teaching of students with emotional & behavioural difficulties
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Prelims -- Emerging research and issues in behavioral disabilities: incremental progress and introduction to the volume -- Developing direct observation systems to measure classroom behavior for students with behavioral disabilities -- A generalizability study of a direct observation screening tool of teachers' classroom management skills -- Emerging research and development in technology-based self-monitoring -- Bullying and students with behavioral disabilities: examining the intersection of definition and behaviors -- Behavioral, academic, and social characteristics of students with behavioral difficulties served in a residential facility -- Positive behavioral interventions and supports in alternative educational placements -- Sources of evidence-based practice in EBD: issues and challenges -- Incorporating function-based support into social skills interventions to enhance generalization -- Index.
Sommario/riassunto	The challenges associated with the education and treatment of children and youth with emotional and behavioral disorders (EBD) have proven

to be both persistent and exceedingly complex. Thus, our best hope for improving outcomes for students with or at risk for EBD lies not in miracle cures or the eradication of all disorders, but in the incremental progress that furthers our understanding of the nature of EBD, enabling us to systematically refine interventions. Toward these goals, this volume focuses on emerging research and issues related to students identified with or at risk of EBD. Chapters within the volume include reports of original research, and summaries of new and emerging research issues. Specific topics include: bullying; technology-based self-monitoring; issues around the direct observation of both student and teacher behavior; the characteristics of youth served in residential or other alternative settings because of their EBD; and the application of function-based logic to social skills intervention. Two additional chapters examine issues around identifying evidence-based practice in EBD, including guidance for practitioners who may be overwhelmed by the challenges of teaching students with EBD, as well as the vast array of resources they must sift through to locate credible and reliable information on effective interventions.
