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| Nota di contenuto | COVER; SCHOOL DISCIPLINE, CLASSROOM MANAGEMENT, & STUDENT SELF-MANAGEMENT; CONTENTS; FOREWORD; PREFACE AND ACKNOWLEDGMENTS; Publisher's Acknowledgments; ABOUT THE AUTHOR; CHAPTER 1: INTEGRATING A SCHOOLWIDE POSITIVE BEHAVIORAL SUPPORT SYSTEM (PBSS) BLUEPRINT INTO AN EFFECTIVE SCHOOLS PROCESS; Introduction; Student Competency and Self-Management Defined; How a PBSS Fits into an Effective School; The Underlying Science and Six Components of the Evidence-Based PBSS Blueprint; The Three Tiers within the PBSS Blueprint; Summary; CHAPTER 2: SCHOOL READINESS AND THE STEPS FOR PBSS IMPLEMENTATION IntroductionGoals of a Schoolwide Positive Behavioral Support System; A Four-Year PBSS Implementation Blueprint; The Planning Year:Pre-Implementation Year 1; Implementation Year 1; Implementation Year 2; Implementation Year 2 Activities; Implementation Year 3; Implementation Year 3 Activities; Summary; CHAPTER 3: THE SCHOOL |

DISCIPLINE/ PBSS AND OTHER COMMITTEES: EFFECTIVE TEAM AND GROUP FUNCTIONING; Introduction; Using the Effective Schools Blueprint to Organize a School's Committee Structure; Characteristics of Effective Committees; The Committee Mission, Role, and Function Document
The Most Typical School Discipline/PBSS Committee Activities and their Infusion into Grade-Level or Instructional Team Activities
Summary; Appendix 3.1; Appendix 3.2; Primary Building-Level SPRINT Team Goals, Objectives, and Outcomes; Year-at-a-Glance Agenda for the Monthly SPRINT Team Meetings; CHAPTER 4: BEHAVIORAL ACCOUNTABILITY, STUDENT MOTIVATION, AND STAFF CONSISTENCY; Introduction; The Components within The Behavioral Matrix; Developing The Behavioral Matrix; Preplanning: At The School Discipline/PBSS Committee; Phase 1: At the Grade-Level Teams Phase 2: At the School Discipline/PBSS Committee Phase 3: At the Grade-Level Teams; Phase 4: At the School Discipline/PBSS Committee; Phase 5: With the Entire School Faculty; Phase 6: With All Faculty and Students; Summary; Note; CHAPTER 5: TEACHING SOCIAL, EMOTIONAL, AND BEHAVIORAL SKILLS; Introduction; The Importance of Social, Emotional, and Behavioral Skills Instruction: Revisited; The Scientific Criteria of an Effective Social, Emotional, and Behavioral Skills Program; Applying The Scientific Criteria Using the Stop & Think Social Skills Program
A Brief Review of Some Notable Social, Emotional, and Behavioral Skills Programs
Selecting a Skills Program At The District Level; Summary; Note; CHAPTER 6: SCHOOL SAFETY AND CRISIS PREVENTION, INTERVENTION, AND RESPONSE; Introduction; The Five Setting-Specific Common School Domains: Prevention; The Five Setting-Specific Common School Domains: Problem Solving; Crisis Management and Emergency Operations Plans and Processes; Summary; CHAPTER 7: TEASING, TAUNTING, BULLYING, HARASSMENT, HAZING, AND PHYSICAL AGGRESSION; Introduction; Bullying: Definitions, Impacts, and Approaches
The Special Situation Domains for Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression

Sommario/riassunto

How do you help students who 'act out' or 'shut down' due to academic frustration or whose social and emotional issues keep them from achieving success in school? Based on Project ACHIEVE, a nationally recognized model of school effectiveness and continuous improvement programme, this book shows you how.
