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Autore	Kern Lee
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Nota di contenuto	Cover; Title Page; Contents; About the Forms; About the Authors; Foreword-Tim Lewis; Foreword-Susan Roger; Preface; Acknowledgments; Dedication; Chapter 1: School Behavior Problems and Models of Prevention and Intervention; BEHAVIOR PROBLEMS IN SCHOOLS; FACTORS CONTRIBUTING TO BEHAVIOR PROBLEMS; THE DETRIMENTAL OUTCOMES OF PROBLEM BEHAVIORS; REASONS FOR POOR STUDENT OUTCOMES; COMPONENTS OF EFFECTIVE APPROACHES; OVERVIEW OF A TIERED APPROACH; SUMMARY; Self-Reflection; REFERENCES; Chapter 2: Schoolwide Positive Behavior Support; FEATURES OF SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT A Different PerspectiveA Proactive Approach; An Instructional Approach; A Systems Approach; A Collaborative Process; A First Step in Schoolwide Social Skills Instruction; Data-Driven Decisions; A Resource for Consistent Decision Making; A TIERED PREVENTION MODEL; Tier 1; Tier 2; Tier 3; SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION: A PRACTICAL PROCESS FOR SCHOOL IMPROVEMENT; Getting Started; TIER 1 INTERVENTION; Defining School Rules and

Expectations; Teaching School Rules and Expectations; Recognition and Acknowledgment for Adherence to Rules and Expectations; TIER 2 INTERVENTIONS  
Check In Check OutSocial Skills Training; First Step to Success; Mentoring; SUMMARY; Self-Reflection; REFERENCES; Chapter 3: Assessing the Classroom Environment; INFORMAL SELF-ASSESSMENTS; THE TEACHER SELF-ASSESSMENT OF CLASSROOM MANAGEMENT PRACTICES; Physical Organization of Classroom Space; Classroom Expectations; Classroom Routines and Procedures; Teacher-Student Interactions and Emotional Climate; Procedures for Teaching and Reinforcing Appropriate Behavior; Procedures for Managing Behavior Problems; TEACHER VERBAL BEHAVIOR; SELF-ASSESSMENT OF EFFECTIVE TEACHING STRATEGIES  
ASKING STUDENTS ABOUT THE CLASSROOM ENVIRONMENTUSING PEER OBSERVATIONS FOR ENHANCING CLASSROOM PRACTICES; SUMMARY; Self-Reflection; REFERENCES; Chapter 4: Managing Classroom Behavior; IMPROVING THE ARRANGEMENT OF CLASSROOM SPACE; CLASSROOM EXPECTATIONS; ESTABLISHING ROUTINES AND CLASSROOM PROCEDURES; ENHANCING TEACHER-STUDENT INTERACTIONS AND CLASSROOM CLIMATE; ENCOURAGING APPROPRIATE BEHAVIOR AND ADDRESSING INAPPROPRIATE BEHAVIOR; Instruction and Reinforcement; Enhancing Systems Already in Place; Additional Strategies for Nonresponders  
PROCEDURES FOR MANAGING AND DECREASING MORE SERIOUS BEHAVIOR PROBLEMSClasswide Management Plan for Escalating Behavior; SUMMARY; SELF-REFLECTION; REFERENCES; Chapter 5: Effective Instructional Practices; ESTABLISH ACADEMIC EXPECTATIONS; CRAFT A MOTIVATING CURRICULUM; USE DIVERSE TEACHING METHODS; DIFFERENTIATE INSTRUCTION; INCORPORATE STUDENT INTEREST; INCREASE ACTIVE STUDENT ENGAGEMENT; USE A BRISK PACE; PROVIDE EXPLICIT INSTRUCTION; RETEACH IF NEEDED; SUMMARY; Self-Reflection; REFERENCES; Chapter 6: Promoting Student Social Skills; DEVELOPMENTAL DIFFERENCES IN CHILDREN'S SOCIAL SKILLS  
CONSIDERATIONS WHEN TEACHING SOCIAL BEHAVIOR

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#### Sommario/riassunto

This book provides educators with practical, simple step-by-step strategies to address serious problem behaviors in school settings, framing interventions within a tiered system focused on prevention and positive approaches.

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