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Nota di contenuto	Cover; Preventing Classroom Disruption; Copyright; Contents; Preface; Introduction & Acknowledgements; 1. The Concept of Classroom Disruption; 1.1 Ploughman's Lunch; 1.2 The Creation of the Category; 1.3 How Schools can Create Disruptive Pupils; 1.4 Illustrative Material: Jason, a Boy with no Friends; 1.5 The Consequences of the Creation of The Disruptive Pupil; 1.6 The Legitimations of the Creation of the Category; 1.7 The Least Restrictive Environment; 2. A Model of Work of A Schools Support Team; 2.1 Responding to Schools 2.2 Illustrative Material: The Objectives of the Schools Support Team2.3 Referral; 2.4 Illustrative Material: Referral form on Jason; 2.5 Assessment; 2.6 Illustrative Material: Assessment Material on Jason; 2.7 Formulation; 2.8 Illustrative Material: Assessment and Formulation Form on Jason; 2.9 Intervention; 2.10 Illustrative Material: Intervention in the Case of Jason; 2.11 Evaluation; 2.12 Illustrative Material: Evaluation in the Case of Jason; 2.13 Support Team Teachers: Their Job, Training and Supervision; 2.14 Illustrative Material: Induction of New Teachers

3. Evaluation of The Work of The Support Unit: Methods, Outcomes and Processes
3.1 The Purposes of Evaluation; 3.2 The Methodology of the Evaluation; 3.3 The Behaviour of Children Referred to the Team; 3.4 The Performance of Other Children in the Class; 3.5 The Skills and Confidence of Individual Teachers in Schools to Manage Disruptive Behaviour; 3.6 The Way Schools as Organisations Conceptualise and Deal with Problems of Behaviour; 4. Classroom Practice; 4.1 Intervening in Classrooms; 4.2 Work with Teachers; 4.3 Work with Teachers and Individual Pupils; 4.4 Work with Individual Pupils
4.5 Work with Pupils and their Families
4.6 Work with Groups of Pupils;
5. School Organisation; 5.1 School Organisation and Disruptive Behaviour; 5.2 School Rules; 5.3 Timetabling; 5.4 Teacher Responsibilities; 5.5 Communication; 5.6 Contact with Parents; 5.7 In-service Training and in-school Support; 5.8 Intervening in School Organisations; 6. The Role and Function of Support Services in A Local Education Authority; 6.1 Support Services and the 1981 Education Act; 6.2 School-based or Team-based Specialist Support Teachers?; 6.3 The Organisation and Control of Support Services
7. The Challenge of Disruptive Behaviour
7.1 Levels of Change; 7.2 A Model for Change; 7.3 Resources for Change; 7.4 Changing Education; References; Appendix; Index

Sommario/riassunto

There has always been considerable debate about the best solutions to deal with disruptive behaviour in schools. On the one hand is the strategy of segregating disruptive pupils while on the other is a commitment to keeping such pupils in the ordinary school. This book advocates the latter philosophy and examines the best ways of coping with the problem. These concern both teacher skills and school organisational flexibility. In addition, the authors propose the provision of a support team whereby local authorities can help schools, teachers and children with problems of disruption w
