

1. Record Nr.	UNINA9911087397403321
Titolo	The behaviourist in the classroom // edited by Kevin Wheldall
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2012, c1987
ISBN	1-136-66184-0 1-280-66462-2 9786613641557 0-203-80737-5 1-136-66185-9 9780203807378
Edizione	[1st ed.]
Descrizione fisica	1 online resource (211 p.)
Collana	Routledge library editions. Education ; ; v. 68
Altri autori (Persone)	WheldallKevin
Disciplina	370.1528 371.1/024 371.1024
Soggetti	Behavior modification - Great Britain School discipline - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: London : Allen & Unwin, in association with Positive Products, 1987.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; The Behaviourist in the Classroom; Copyright Page; Contents; Preface; 1. The Behaviourist in the Classroom: Revisited: Kevin Wheldall; 2. British Teachers and the Behavioural Approach to Teaching: Frank Merrett and Kevin Wheldall; 3. Behavioural Approaches in the Secondary School: Eddie Mcnamara; 4. More Power to the Parents: Behavioural Approaches to Remedial Tutoring at Home: Ted Glynn; 5. The Teacher-Child Interaction Project (TCIP): Implementing Behavioural Programmes with Troublesome Individual Children in the Primary School: Michael Berger, William Yule and Veronica Wigley 6. The Behavioural Approach at Chelfham Mill School for Emotionally Disturbed Boys: Roger Burland7. Training Teachers to Use the Behavioural Approach to Classroom Management: The Development of Batpack: Kevin Wheldall and Frank Merrett; 8. Behaviour Modification: Towards an Ethical Appraisal: Robert Dearden; 9. Explanations and the Behavioural Approach in Teaching: Nigel Hastings and Joshua Schwieso;

Sommario/riassunto

In the decade preceeding the original publication of this book the discipline of behaviour analysis was becoming increasingly influential in educational circles, but many of the practices we now take for granted were still being pioneered. This book considers the place of behaviour analysis in education and describes work on behavioural classroom management in British schools. Four further chapters consider the behavioural approach to teaching in both primary and secondary schools in terms of tutoring at home and for use with emotionally disturbed children. The book concludes with chapters