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   Autore Bandini, Tullio

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| Nota di contenuto | ; Chapter 1. Defining Yourself as a Leader -- Understanding Your Journey -- Learning to Lead -- How Do You Define Your Role? -- What Is Your Vision? -- What Leadership Style Works Best When Challenging Behavior Occurs? -- Getting to Know You -- Enhance the Climate -- Think About It -- For Further Learning -- ; Chapter 2. What Is Challenging Behavior? -- Why Children Behave Inappropriately -- Risk Factors for Challenging Behavior -- For Further Learning -- ; Chapter 3. How a Child with Challenging Behavior Impacts Your Leadership Skills -- Finding Ways to Welcome a Child with Challenging Behavior -- Being in the Classroom -- When Differences Arise -- Building a Team -- Developing a Common Approach to Challenging Behavior -- For Further Learning -- ; Chapter 4. Developing a Behavior Guidance Policy -- Start with Your Vision and Mission -- Focus on Prevention -- Intervention Strategies -- The Role of Families -- Supporting Staff -- Mental Health Consultation -- Collecting Data -- Exclusion -- For Further Learning -- ; Chapter 5. Enabling Your Staff to Act -- Helping Staff to Understand Themselves -- The Amygdala Hijack -- Dealing with Stress -- Culture and Teachers' Expectations -- Implicit Bias -- Using Data -- For Further Learning -- ; Chapter 6. The Power of Prevention -- The Influence of Social Climate -- Physical Space -- Making Things Run Smoothly -- Teaching Strategies -- For Further Learning -- ; Chapter 7. Why Change Is So Difficult and How to Navigate It -- Recognizing the Need for Change -- Why Do Educators Resist Change? -- Collaborate, Collaborate, Collaborate -- What Can You Do About Resistance? -- Implementing Change -- Take Care of Yourself -- For Further Learning -- ; Chapter 8. The Role of Professional Development -- Begin with Your Staff -- A Learning Climate -- Create a Professional Development Policy -- Leaders Should Take Part, Too -- Looking for Professional Development Options -- How Can Staff Share Their Learning with Their Colleagues? -- For Further Learning -- ; Chapter 9. Facing the Reality of Challenging Behavior -- How Does Your Staff Feel About Having a Child with Challenging Behavior in the Program? -- Getting Your Staff on Board -- Should the Child Remain in the Program? -- What About Moving the Child or the Teacher to Another Classroom? -- Supporting Teachers When There's a Child with Challenging Behavior -- How Can Staff Meetings Help? -- When Is It Time to Call in Reinforcements? -- For Further Learning -- ; Chapter 10. Working with the Family -- Open Communication Is Important -- Meeting with the Family -- The Role of Implicit Bias and Culture in Teacher-Family Interactions -- How Should You Handle Disagreements with the Family? -- What About Suggesting Families Seek Outside Help? -- How Do You Work with the Families of the Other Children? |
| Sommario/riassunto | "The authors of the bestselling Challenging Behavior in Young Children bring their wealth of practical experience, breadth of research base, and approachable tone to this new book for early childhood administrators guiding their staffs--and the children and families they serve--in preventing and responding effectively to challenging behavior. The stakes are high when children get kicked out of early childhood programs: they learn that no one believes in their ability to succeed. As states and school districts increasingly prohibit the suspension and expulsion of young children, directors and administrators of early childhood programs and principals of schools play a crucial role in making it possible for children with challenging behavior to remain in school and learn. Covering topics such as building an environment that promotes positive behavior, reflecting on the effects of bias and expectations on behavior, and empowering staff to use effective guidance strategies, this book offers ideas that leaders |

can actually implement while maintaining a high-quality learning
environment."--Google Books viewed May 5, 2021