

Welcome

Empowering Parents to Manage Challenging Behaviors Effectively

This guide aims to support and empower parents in navigating challenging behaviors. Through understanding behavior reduction strategies, families can cultivate a peaceful and nurturing environment. By applying evidence-based approaches, parents will learn methods to effectively address aggression, self-injury, elopement, tantrums, and property destruction, enhancing both child development and family well-being.



Changing Behavior A Practical Guide For Teachers And Parents

Dennis Child



Changing Behavior A Practical Guide For Teachers And Parents:

Changing Behavior Frank J. Sparzo, 1985 This booklet is about changing human behavior in everyday settings in the school and home The approach to human behavior outlined is called behavior analysis which is based on that approach to psychology called the experimental analysis of behavior The ABC model of behavior is explained In this model the A refers to the antecedent that occasions or cues the behavior B refers to the behavior itself and C refers to a consequent event that increases the likelihood of the behavior occurring again An outline is presented of a general plan for changing behavior Illustrating how the plan works in practice behavior analysis principles are applied to three cases a child who acts aggressively a behavioral excess a student said to be unmotivated a behavioral deficit and an unruly class a group management problem JD

Resources in Education, 1997 Psychology and the Teacher Dennis Child, 1993 This classic text now in its fifth edition provides a lucid and up to date introduction to psychology for teachers Thoroughly revised the text incorporates recent research and developments in psychology and education It is accompanied by Dennis Child's *Applications of Psychology for the Teacher* also published in the Cassell Education series This fifth edition of *Psychology and the Teacher* considers issues of current concern whilst retaining the basic structure of the previous edition There is completely new material on stress learning to learn metacognition information processing and intelligence and the new procedures for identifying children with special educational needs Revised sections include those on assessment with reference to the current profiles and records of achievement careers education and the National Curriculum Other expanded topics include memory basic subjects at primary level the nervous system and computer assisted instruction References and suggestions for further reading have been updated *Psychology and the Teacher* is specifically designed to meet the requirements of students on BEd and PGCE courses and for those experienced teachers and educationalists who need to renew their acquaintance with psychology It is an invaluable guide for all those training to teach whatever their fields of instruction BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved *Using Paraeducators Effectively in the Classroom* Anna Lou Pickett, Stanley F. Vasa, Allen L. Steckelberg, 1993 Discusses the growing role of paraprofessionals in the classroom Teaching Mildly Retarded Children in the Regular Classroom Martin Henley, 1985 Although mild retardation is generally assumed to be an inherited trait socio cultural factors such as deprived cultural environment health threatening conditions and school labeling processes exacerbate the problems of the learning disabled child In this booklet the causes of mental retardation are considered and techniques and strategies are recommended for teaching the mildly retarded child in the regular classroom Suggestions are made for effectively diagnosing individual difficulties and assessing the needs of the student Teaching strategies are described that have proved effective with mildly retarded children Case studies are presented illustrating how these strategies were used to develop the potentials inherent in four different learning disabled students JD

Improving Teaching Through Coaching Gloria A.

Neubert,1988 This booklet discusses peer coaching as a form of staff development for assisting teachers to transfer new skills into their active teaching repertoire This assistance can be provided by another teacher administrator specialist or university professor The first chapter examines some models of peer coaching such as how the coaching is initiated who serves as coach and the coach s role in the classroom The second chapter discusses several elements that research and practice indicate contribute to effective coaching In the final chapter suggestions are offered for initiating and implementing coaching at both the preservice and inservice levels JD

Discipline Strategies for Teachers Eleanor B. Baron,1992 Classroom management and effective discipline are skills that all beginning teachers must learn Classroom management refers to those procedures or routines a teacher uses to maintain a smoothly running classroom discipline refers to those techniques or strategies a teacher uses to respond to specific acts of student misbehavior This booklet intended primarily for student teachers and beginning teachers provides practical strategies for both classroom management and discipline that are solidly based in theory The publication is divided into three parts Prevention Strategies A Discipline Plan discusses classroom routines and behavior rules and the arrangement of both seating and instructional materials Four Discipline Models describes and analyzes the assertive discipline model a traditional model the effective momentum management model and the reality therapy model Discipline Scenarios presents and analyzes both effective and ineffective approaches to developing behavior rules and routines focusing on preventive strategies and the discipline models The document concludes with a synthesis of discipline strategies that teachers can use to help maintain an orderly classroom environment Contains seven references LL

Teaching for Multiple Intelligences David G. Lazear,1992 Over the past 50 years brain researchers have stated that human beings probably use less than 1 percent of the brain s potential and research findings about human intelligence have transformed almost all previous definitions of intelligence This booklet addresses the following key findings in intelligence research intelligence is not fixed or static intelligence can be learned and taught and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain mind body system After this discussion of the research the publication is divided into five parts 1 Overview of the Seven Intelligences verbal linguistic logical mathematical visual spatial body kinesthetic musical rhythmic interpersonal intelligence and intrapersonal intelligence 2 Teaching for Multiple Intelligences A New Look at the Curriculum includes an exercise on how one can teach for multiple intelligences in one s curriculum 3 New Instructional Methods for Teaching with Multiple Intelligences 4 Teaching about Multiple Intelligences Re inventing the Learning Process and 5 A Multi Modal Approach to Assessment includes techniques for student evaluation and teacher self assessment Contains 27 references LL

Strategies for Involving Parents in Their Children's Education Linda T. Jones,1991 This publication presents an overview of programs and practices that schools can use for involving parents in the education of their children at home and in school The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age A list of 10

approaches for involving parents in their children's early education is included. The second chapter discusses the topics of 1 improving communication between home and school 2 helping parents work with their children at home 3 involving parents in school activities 4 developing collaborative planning among parents, students and teachers and 5 empowering parents to become decisionmakers in their children's schools. The third chapter provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor. Some are for parents only, others are for parents and children. The fourth chapter describes types of school-parent collaboration that can improve children's behavior, attitudes and study habits. The concluding chapter offers guidelines for planning a successful parent involvement program. Contains 37 references. RH

Microcomputers and the Classroom Teacher Gail A. Caissy, 1987. This monograph for teachers addresses two emerging areas in the computing field: providing inservice training in microcomputer use for the general teaching population and integrating the use of microcomputers into the overall curriculum. A brief discussion of why computers should be used in the classroom introduces five chapters which provide overviews of the following topics: 1 the use of computers in teaching and learning areas of computer use and using the computer as a teaching/learning tool 2 types of software available for schools: computer-assisted instruction, software applications, software and databases 3 integrating computers into the classroom 4 developing a plan for using computers in the classroom, setting up a classroom computer center and working with only one computer in the classroom and 5 evaluating educational software. General questions, questions about instructional design and questions about physical characteristics of the program. A concluding statement argues that the key to continued growth and expansion in the educational computing field lies with classroom teachers and urges them to take an interest in computers and begin to use this important new tool in their classrooms. A 71-item reference list concludes the document. EW

Fulton Special Education Digest Ann Worthington, Philippa Russell, 2014-07-22. First Published in 1999. This fully updated second edition is an essential reference book that contains a wealth of resources and practical information relating to the education and care of children with special educational needs. Within its pages you will find an accessible jargon-free overview of current SEN policies and how they affect parents, teachers and children; contact details of over 1,000 selected organizations, charities and services that exist to help the child with special educational needs; an extensive glossary of terms and medical conditions associated with special education; pointers to useful resources on the Internet; the names and addresses of Local Education Authorities, all of which can provide information on inclusive schooling; the names and addresses of over 1,800 special schools in the UK; and advice on how to make links with other professionals to ensure all children with special educational needs are getting the attention to which they are entitled. Any teacher, teaching assistant, parent or carer of a child or children with special educational needs will find this book a useful companion. *A Primer on Attention Deficit Disorder* Beth Fouse, Suzanne Brians, 1993. Brief description of AAD for parents and educators.

Implementing the Disabilities Acts Patricia F. First, Joan L. Curcio, 1993. This booklet presents information helpful in

implementing laws intended to extend full societal participation to individuals with disabilities Information concerning the Individuals with Disabilities Education Act of 1990 IDEA addresses the law s major provisions provisions for medically fragile children amendments and modifications and case law related to least restrictive environment A discussion of the Americans with Disabilities Act of 1990 reviews major provisions specific titles enforcement and remedies and the impact on schools Section 504 of the Rehabilitation Act of 1973 is also briefly described focusing on its impact on schools The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws JDD Teaching Reading in the Secondary School Lucy Fuchs,1987 Intended for use by secondary school teachers in all subject areas this booklet provides practical information classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher s strategic position for preparing students for the world of work the booklet offers specific chapters on 1 vocabulary development 2 reading in the content areas 3 incorporating reading into lesson planning 4 using questions to develop critical reading 5 reading and study skills such as outlining note taking and study methods 6 guiding teenage reading choices and 7 other reading activities including reading newspapers especially the sports pages junk mail and television related material The booklet also contains some concluding remarks and a bibliography NKA **Extraordinary Educators** Charles A. Reavis,1988 Profiles are presented of six superior educators whose students achieved an excellence far beyond what might be expected of them The subjects were a speech and drama teacher a girls basketball coach a choral music teacher an art teacher and principals of an elementary and a secondary school The major finding of the study was that without exception these leaders gave a high number of correctives Any deviations even minor ones from their high standards were corrected quickly and not infrequently very sharply Other significant findings were 1 they were purposive demanding perfectionists 2 they had a sense of humor and tended toward self deprecation 3 they gave only a limited amount of praise 4 they stressed self discipline responsibility and always doing one s best 5 they attained a high amount of time on task and 6 they were very family oriented Comparisons are made between the characteristics of these educators and leaders in the business world Recommendations are made for teacher and administrator education JD Restructuring Teacher Education Alan R. Tom,1991 This booklet focuses on reform of the professional portion of initial teacher preparation Following an introduction entitled Professional Education Under Attack the booklet is organized into three sections The first section evaluates the validity of four common criticisms of professional education of teachers including those made by proponents of the academic reform model These criticisms include claims that education courses are vapid segmented impractical and directionless The second section presents three reform proposals the academic model the research on teaching model associated with the knowledge base movement of the 1980s and John Goodlad s collaborative model The discussion of the

models includes the extent to which these three proposals address the four common criticisms of professional study The third section speculates about the kind of structural reform in teacher education that seems desirable and feasible in light of the characteristics and underlying assumptions of the three reform models Whether a collaborative approach can bring together the forces that are currently divided is problematic but it is concluded such a development may well be the best opportunity to retain and renew professional education for teachers Contains 46 references LL *Using Captioned TV for Teaching Reading* Milton E. Goldman,1993 Suggesting that captioned television is a powerful motivator for teaching reading comprehension this fastback offers a procedure for teaching with captioned television including taping captioned programs off the air The fastback notes that captioned television is useful in intermediate and advanced English as a Second Language ESL programs students in grades 5 to 12 and adults whose reading comprehension levels are significantly below expectations for their grade or age and remedial programs special education reading or English programs for students whose tested comprehension is between fourth and eighth grade reading levels The fastback provides suggestions for choosing appropriate programs and explanations of copyright and off air recording regulations The fastback also provides two sample lesson plans for ESL students and advice for using captioned television in the content areas A sample captioned television study guide is attached RS Integrating the Trans-national/cultural Dimension Seymour Fersh,1993 Describes the why s and how s of multicultural education Developing an Effective Teacher Mentor Program Melvin P. Heller,Nancy W. Sindelar,1991 School districts considering a mentoring program need to consider four things 1 the reasons for a teacher mentor program 2 how to start such a program 3 administrative support needed for a successful program and 4 pitfalls to avoid The reasons for having a mentor program are that it benefits the new teacher the mentor and the school The new teacher s opportunities to exchange views with an experienced teacher is a distinct benefit to him her The mentor benefits also however because of the opportunity to share views experiences and strategies The improved teaching that usually results is an asset to the school Starting a program involves six stages establishing a rationale setting criteria for the selection of mentors defining roles inviting the mentors training the mentors and evaluating the program To be successful the program must have administrative support from the board of education the superintendent the central office staff the teacher union and the principal As with any new program anticipating problems can help to avoid them Some pitfalls are overdependence on the part of the protege ego problems on the part of the mentor and the evaluation dilemma arising from the mentor s dual role of confidant and evaluator Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching AMH **A Primer on Music for Non-musician Educators** Margaret Dee Merrion,Marilyn Vincent,1988 The objectives of this pamphlet are to 1 introduce the processes of music learning to non musician educators 2 illustrate how music learning serves as a model for all learning 3 enable educators to gain a new perspective of the demands and processes needed to develop musical talent and 4 help non musician administrators

understand that music learning has many benefits beyond the public performances that entertain the community. For most individuals, music learning is developmental and requires continuing effort spread over a period of time. It has cognitive, psychomotor, and affective domains. The cognitive or intellectual component of music includes music history and a body of knowledge in music theory. The musical elements of rhythm, harmony, melody, form, style, and dynamics are the fundamentals of music theory. The psychomotor aspect of music learning involves sensory stimulation and perceptual processes, and the cognitive and psychomotor elements in the music learning process are transformed into affective learning experiences. As music is essentially an aural phenomenon, the ears play a major role in music processing. From the ear, musical impulses are picked up and transmitted via a neurological network to the brain. To help students develop musical skill and insight, music must be experienced. Musicianship can be developed to some degree by almost all persons through engaging in musical experiences. SM

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