Classroom Management: The Successful Use of Behaviour Modification (Pergamon general psychology series, v. 27)

O'Leary, K.Daniel

<u>Classroom Management The Successful Use Of Behavior</u> <u>Modification Pergamon</u>

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Classroom Management K. Daniel O'Leary, Susan G. O'Leary, 1977 Handbook of Classroom Management Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management The Utilization of Classroom Peers as Behavior Change Agents Phillip S. Strain, 2013-11-11 Since the early 1800 s children have been taught and encouraged to function as instructional agents for their classroom peers However it was not until the last decade that peer mediated intervention was studied in a rigorous systematic fashion The purpose of this edited volume is to provide an up to date and complete account of empirical research that addresses the general efficacy of classroom peers as behavior change agents As a result of various social and legal developments such as the passage of Public Law 94 142 and its accompanying demand for individualized instruction peer mediated interventions seem likely to prolif erate As I have noted elsewhere Strain this volume close adherence to the principle of individualized programming has rendered obsolete the adults only model of classroom instruction Whether the utilization of peers in the instructional process comes to be viewed by school personnel as a positive adjunct to daily classroom practices depends in large mea sure on our ability to carefully design conduct and communicate the findings of applied research I trust that this volume will function both to accurately communicate existing findings and to

stimulate further study My colleagues who have generously contributed their time and skill to this volume have my deepest appreciation They have performed their various tasks in a timely professional manner and in my opinion have provided considerable insight into the problems and potentials of peers as instructional agents **Behavior Modification in Black Populations** Samuel M. Turner, 2012-12-06 During the past decade research and practice in the field of behavior modification have experienced phenomenal growth Behavioral intervention strategies that were considered strictly experimental a few years ago are now accepted the rapeutic modalities and behavioral method ology has been instrumental in creating an atmosphere conducive to the development of scientific rigor in the area of mental health But behav ioral influence has not been limited to mental health There has been considerable impact in education industry government and general health care Although behavior modification has made a significant impact on psychology in general there has been a noticeable lack of theorizing and empirical research on issues primarily related to black populations In fact the black community in general and black psychologists in particular often have viewed behavioral approaches with suspicion We hope that the material presented in this volume will serve to clarify what the behavioral approach is and what it is not and that it will help to foster an understanding of the behavioral approach Moreover empirical data demonstrating the effectiveness of behavioral procedures with black populations are presented It is our hope that the material will provide some insight into how behavioral theory methodology and therapeutic strategies can be used to the benefit of black mental health in particular and the overall psychological health of the black community in general Handbook of Behavior Therapy in the Psychiatric Setting Alan S. Bellack, Michel Hersen, 2013-11-21 Focusing on patients with severe impairments including mixed and multiple diagnoses this volume describes how behavior therapy fits into the clinical environment Psychiatrists medical clinicians and residents will appreciate the in depth coverage of a broad range of difficult issues Classroom Management Shirley Bull, Phillip Feldman, Jonathan Solity, 2013-07-23 How to manage a class is probably the major worry of all teachers in training and young teachers new to the job This book shows how psychological principles strategies and tools can be applied to improve classroom practice **Ecobehavioral Analysis and Developmental Disabilities** Stephen R. Schroeder, 2012-12-06 Ecobehavioral analysis the merging of social ecological studies and J R Kantor's theory of interbehavioral psychology was termed just over a decade ago Since then innovative trends emerging in the field of developmental disabilities warrant a comprehensive update Ecobehavioral Analysis and Developmental Disabilities The Twenty First Century offers such an update of current research as Dr Stephen Schroeder compiles the work of twenty one noted authorities in this volume Each contributor discusses his her research on a personal level providing fresh insights into various aspects of the field Experiential research ranging from the naturalistic observations of behavior environment interactions in the classroom to ecobehavioral studies in pharmacotherapy is also presented The Behaviourist in the **Classroom** Kevin Wheldall, 2012 In the decade preceding 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 on the role of theory in and an ethical appraisal of behavioural methods **Education** Martyn Long, 2002-09-11 The Psychology of Education covers the range of contemporary psychological knowledge applied to education Completely up to date and written in an engaging style this book covers the nature of learning techniques of assessment with an emphasis on current developments in the national curriculum recent findings on the impact of differences in individual pupils schools and teachers ways of involving and motivating pupils the importance of social disadvantage and cultural differences of ethnicity and gender in determining attainment the nature of children s language literacy development and the relationship between them behavioural problems and how to deal with them key concepts in special needs and the nature of additional provision Martyn Long encourages teachers to evaluate alternative approaches involved in educational policies and to develop their own teaching methods and whole school principles and procedures The book is illustrated throughout with topical statistics cartoons and empirical material Each chapter includes a summary suggestions for further reading and has a list of key implications which can be applied by students in a problem based scenario There are questions for discussion which are later followed up in the appendix Joseph P. Hester, 2015-10-02 Violence among youth in public schools is one of America's most pressing concerns Once thought to be something only inner city schools faced it has spread to suburban and rural schools There are no easy solutions to the problem but this book explores what administrators and other school officials can do to structure school safety programs to curb student violence An introduction provides information and statistics about the causes of school violence Chapter One considers government legislation and resulting initiatives to reduce youth violence and improve classroom discipline Chapter Two covers strategies for building a school safety program and offers recommended and tested approaches for creating safety initiatives Chapter Three provides additional information about school wide strategies and presents model programs that can be implemented at the elementary middle and high school levels Chapter Four examines character building educational programs and discusses training for teachers and parents Chapter Five is a directory of organizations alliances centers professional development groups publications and websites dealing with school safety

Handbook of Clinical Health Psychology C. Green, R. Meagher, T. Millon, 2012-12-06 We seek to throw down the gauntlet with this handbook challenging the he gemony of the behavioral medicine approach to the psychological study and treatment of the physically ill This volume is not another in that growing surfeit oftexts that pledge allegiance to the doctrinaire purity of behavioristic thinking or conceptualize their subject in accord with the sterility of medical models

Diseases are not our focus nor is the narrow band of behavioral assessment and therapy methodologies Rather we have sought to redefine this amorphous yet burgeoning field so as to place it squarely within the province of a broadly based psychology specifically the emerging substantive discipline of health psy chology and the well established professionalism and diverse technologies of clinical psychology The handbook s title Clinical Health Psychology reflects this reorientation explicitly and Chapter 1 addresses its themes and provides its justifications more fully In the process of developing a relevant and comprehensive health assess ment tool the editors were struck by the failure of clinical psychologists to avail themselves of the rich vein of materials that comprise the psychosocial world of the physically ill Perhaps more dismaying was the observation that this field was being mined less than optimally by physicians and nonclinical psychologists for Achievement M. Kay Alderman, 2013-05-13 Understanding student and teacher motivation and developing strategies to foster motivation for students at all levels of performance are essential to effective teaching This text is designed to help prospective and practicing teachers achieve these goals Its premise is that current research and theory about motivation offer hope and possibilities for educators teachers parents coaches and administrators to enhance motivation for achievement The orientation draws primarily on social cognitive perspectives that have generated much research relevant to classroom practice Ideal for any course that is dedicated to or includes coverage of motivation and achievement the text focuses on two key roles teachers play in supporting and cultivating motivation in the classroom establishing the classroom structure and instruction that provides the environment for optimal motivation engagement and learning and helping students develop the tools that will enable them to be self regulated learners and develop their potential Pedagogical features aid the understanding of concepts and the application to practice Strategy boxes present guidelines and strategies for using the various concepts Exhibit boxes include forms for different purposes for example goal setting examples of teacher beliefs and practices and samples of student work Reflection boxes stimulate readers thinking about motivational issues inherent in the topics their experiences and their beliefs A motivational toolbox at the end of each chapter helps readers identify important points to think about lingering questions strategies to use now and strategies to develop in the future NEW IN THE THIRD EDITION Updated research and new topics are added throughout as warranted by current inquiry in the field Chapters are reorganized to provide more coherence and to account for new findings New and updated material is included on issues of educational reform standards for achievement and high stakes testing and on achievement goal theory especially regarding performance goals and the distinction between performance approach and performance avoidance goals as relevant to classroom practice Theory and Practice of Early Reading L. B. Resnick, P. A. Weaver, 2013-12-16 First Published in 1979 These volumes explore the range and depth of our theoretical and practical knowledge about early reading instruction Contributors psychologists linguists instructional designers reading and special education experts were asked to address three questions 1 What is the nature of skilled reading 2 How is reading skill

acquired 3 What do the nature of skilled reading and the process of acquiring reading skill jointly suggest for reading instruction This is Volume I of a collection of essays looking at topics such as reading stages coding and comprehension skills word recognition language skills instruction and teaching theories and an analysis of reading two beginning reading programs The Limits of Biological Treatments for Psychological Distress Seymour Fisher, Roger P. Greenberg, 2013-05-13 Broadly scanning the biologically oriented treatments for psychological disorders in 20th century psychiatry the authors raise serious questions about the efficacy of the somatic treatments for psychological distress and challenge the widespread preference for biologically based treatments as the treatments of choice For graduate and undergraduate courses in clinical social and health psychology behavioral medicine psychotherapy and psychoanalysis psychopharmacology psychiatry and clinical social work Research Awards Index, Research Grants Index National Institutes of Health (U.S.). Division of Research Grants, 1972 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1974

Training Behaviour Therapists (Psychology Revivals) Derek Milne, 2015-03-27 Originally published in 1986 one of the major developments in behavioural psychotherapy and mental health in the previous decade had been the growing involvement of non psychologists in behaviour therapy This was a result of the fact that there were too few psychologists to cope with problem behaviour and that other professionals or carers began to appreciate more clearly their potential as agents of behaviour change Foremost among these mediators of therapy were parents nurses particularly psychiatric nurses and teachers especially remedial teachers Their involvement had greatly increased the efficiency of behaviour therapy at the time and opened up a new era in applied psychology It also entailed the development of new training formats evaluation procedures and implementation strategies The main aim of this book was to provide a summary of the research relevant to these issues and to offer practical guidelines to those who were interested in training or being trained as behaviour therapists For this reason there are chapters by researchers who have been involved in training parents nurses and teachers These chapters provide a detailed account of training in a form that was rarely available in published form at the time and even today should be of great assistance to readers **The Nature of Learning Disabilities** Kenneth A. Kavale, Steven R. Forness, 2012-12-06 The category of learning disabilities continues to be among the most contentious in special education Much of the debate and dissent emanates from a lack of understanding about its basic nature The failure to evolve a comprehensive and unified perspective about the nature of learning disabilities has resulted in the concept being lost The loss is best illustrated through the failure to answer this seemingly simple question What is a learning disability Using historical empirical theoretical conceptual and philosophical analyses this volume explores a number of problems and issues facing the field of learning disabilities The chapters cover historical influences definitional problems primary characteristics assessment practices theoretical development major themes research and measurement models and long term outcomes The goal is to explicate the nature of learning disabilities by analyzing what it was supposed to be what it has become and what it might be A predominant theme running through this text is the necessity for the field of learning disabilities to regain integrity by recapturing its essence

The Psychobiology of Childhood L.L. Greenhill, B. Shopsin, 2012-12-06 This volume was inspired by an annual meeting of the American Col lege of N europsychopharmacology held in Maui Hawaii A panel on psychobiological issues of childhood was held with presentations devoted to antidepressant drug levels in depressed prepubertal children re sponses of normal and hyperactive children to stimulant medication and the vulnerability of the adolescent offspring of manic depressive parents to affective illnesses The session drew a large crowd and it seemed appropriate to develop these topics in a book Many of the authors in this volume attended that conference and the book reflects the fact that psychobiological research in children has moved even further along than was envisioned at Maui In keeping with developments in the field this volume surveys key topics of interest including nosological issues surrounding the attention deficit disorder of childhood the ontology of neurotransmitter systems in the human brain and the relation between child psychiatric disorders and sleep patterns Other studies link the clinical effects of drugs with plasma DBH activity or with attentional measures The side effects of on growth are examined as well as the ethical issues involved in drugs on children These areas continue to be of vital interest

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