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Skills Intervention for Middle School

Skills Intervention for Middle School Mathematics: Diagnosis and Remediation, Student Workbook - McGraw-Hill - 2002-03-26
Student Workbook

Skills Intervention for Middle School Mathematics: Diagnosis and Remediation, Student Workbook - McGraw-Hill - 2002-03-26
Student Workbook

Effective Instruction for Middle School Students with Reading Difficulties - Carolyn A. Denton - 2012
Provides methods for teaching students in middle school with reading problems using lessons, strategies, and foundational knowledge.

Effective Instruction for Middle School Students with Reading Difficulties - Carolyn A. Denton - 2012
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Skills Intervention for Middle School Mathematics: Diagnosis and Remediation, Spanish Student Workbook - McGraw-Hill Education - 2003-07-31
Spanish Student Edition offers the complete Student Edition in Spanish to meet the needs of Spanish ELL students.

Mathematics: Diagnosis and Remediation, Spanish Student Workbook - McGraw-Hill Education - 2003-07-31
Spanish Student Edition offers the complete Student Edition in Spanish to meet the needs of Spanish ELL students.

Skills Intervention for Middle School Mathematics - McGraw-Hill Staff - 2002-04-01

An Examination of a Homework and Organizational Skills Intervention for Middle School Students with Attention Deficit Hyperactivity Disorder - Kristy L. Mitchell - 2015

An Examination of a Homework and Organizational Skills Intervention for Middle School Students with Attention Deficit Hyperactivity Disorder - Kristy L. Mitchell - 2015

A Social Skills Intervention for Middle School Children with High-functioning Autism Spectrum Disorder - Samantha L. Preston - 2019

A Social Skills Intervention for Middle School Children with High-functioning Autism Spectrum Disorder - Samantha L. Preston - 2019
An Integration of Group Choice-making and Social Skills Intervention During Academic Instruction Among Middle School Students with Emotional and Behavioral Disorders - Shawn Patrick Hagerty - 2005

Essentials of Evidence-Based Academic Interventions - Barbara J. Wendling - 2008-11-19
Essentials of Evidence-Based Academic Interventions puts at your fingertips the successful instructional techniques and materials necessary for accurate and effective use of evidence-based interventions. Written by Barbara Wendling and Nancy Mather, two experts in educational assessment and intervention, this intervention-oriented reference presents clear descriptions of research-based interventions in the areas of: phonological awareness and beginning reading phonics; phonics and sight word instruction; reading fluency; vocabulary and reading comprehension; spelling, handwriting, and written expression; basic math skills; and math problem-solving.

Integrative and Interdisciplinary Curriculum in the Middle School - Lisa M Harrison - 2020-03-10
Originally published as a special issue of the Middle School Journal, this book presents integrative curriculum as a foundational element of the middle school. By addressing the current gap in literature on curriculum integration in the middle grades, this text explores how learning can be organized around authentic concepts or questions which cut across disciplines and speak to young adolescents. Providing a current, nuanced, and comprehensive review of what it means to embrace and implement an interdisciplinary and integrative curriculum, the volume considers how educators can create and deliver a high-quality integrative curriculum which is enjoyable, challenging, and inclusive. Examples of implementation in teacher preparation programs and middle grade classrooms showcase integrative approaches and illustrate how curricula have been key in tackling social inequities, increasing engagement with STEM, and supporting collaboration. This text will be of great interest to graduate and postgraduate students, researchers, academics and libraries in the field of Middle School Education, Curriculum Studies, Teacher Education, Theories of Learning, and STEM Education.
The three-volume Encyclopedia of Behavior Modification and Cognitive Behavior Therapy provides a thorough examination of the components of behavior modification, behavior therapy, cognitive behavior therapy, and applied behavior analysis for both child and adult populations in a variety of settings. Although the focus is on technical applications, entries also provide the historical context in which behavior therapists have worked, including research issues and strategies. Entries on assessment, ethical concerns, theoretical differences, and the unique contributions of key figures in the movement (including B. F. Skinner, Joseph Wolpe, Aaron T. Beck, and many others) are also included. No other reference source provides such comprehensive treatment of behavior modification—history, biography, theory, and application.

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In this issue of Child & Adolescent Psychiatric Clinics, consulting editor Dr. Harsh Trivedi has selected topics that continually are at the forefront for child and adolescent psychiatrists. Among the top topics are: Children’s Exposure to Violent Video Games and Desensitization to Violence; Neurobiology of Attention Deficit Hyperactivity Disorder; Psychosocial Interventions in Attention Deficit Hyperactivity Disorder; 5. Social Skills Training for Youth with Autism Spectrum Disorders; 6. Complementary and Alternative Medicine Treatments for Children with Autism Spectrum Disorders; and Adolescent Eating Disorders: Definitions, Symptomatology, Epidemiology and Comorbidity. Authors renowned in the psychiatric field and the pediatric field provide the physician clinical outcomes and therapeutic management of these disorders.

The Effects of an Eighteen Week Study Skills Intervention Class on Socially Promoted Middle School Students - James Patrick Curtiss - 1990

The Effects of an Eighteen Week Study Skills Intervention Class on Socially Promoted Middle School Students - James Patrick Curtiss - 1990

Encyclopedia of Applied Psychology - - 2004-09-21
Attention deficit hyperactivity disorder (ADHD) is one of the most common mental disorders affecting children and adolescents. The condition is characterized by a persistent pattern of behavioural symptoms including inattentiveness, hyperactivity, and impulsiveness associated with substantial impairment in social, academic, and/or occupational functioning. Clinical and research interest in the topic of ADHD has grown substantially in recent years but, despite this, there is still a lack of up-to-date reference texts devoted to the diagnosis, assessment, and management of patients with these conditions.

Part of the Oxford Textbooks in Psychiatry series, the Oxford Textbook of Attention Deficit Hyperactivity Disorder attempts to bridge this gap by providing an authoritative, multi-disciplinary guide to the latest research developments in the diagnosis, assessment, and management of patients with ADHD. Organized into eight key sections, this textbook covers the aetiology, pathophysiology, epidemiology, clinical presentation, co-morbidity, clinical assessment, and clinical management of ADHD. Individual chapters address key topics such as the clinical assessment of ADHD in adults, and contain information on best practice, current diagnostic guidelines including DSM-5 and ICD-11, and key up-to-date references for further reading. Edited and written by an international group of recognized experts, the Oxford Textbook of Attention Deficit Hyperactivity Disorder is a comprehensive resource suitable for child and adolescent psychiatrists, adult psychiatrists, and psychiatric trainees, as well as child psychologists, paediatricians, psychiatric nurses, and other mental health care professionals.

The Encyclopedia of Applied Psychology encompasses applications of psychological knowledge and procedures in all areas of psychology. This compendium is a major source of information for professional practitioners, researchers in psychology, and for anyone interested in applied psychology. The topics included are, but are not limited to, aging (geropsychology), assessment, clinical, cognitive, community, counseling, educational, environmental, family, industrial/organizational, health, school, sports, and transportation psychology. The entries drawn from the above-referenced areas provide a clear definition of topic, a brief review of theoretical basis relevant to the topic, and emphasize major areas of application. Also available online via ScienceDirect – featuring extensive browsing, searching, and internal cross-referencing between articles in the work, plus dynamic linking to journal articles and abstract databases, making navigation flexible and easy. For more information, pricing options and availability visit www.info.sciedirect.com.


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**Pedagogies to Enhance Learning for Indigenous Students** - Robyn Jorgensen - 2012-11-19

This book describes research undertaken by leading Australian researcher in Indigenous communities. While the chapters are Australian in their focus, the issues that are discussed are similar to those in other countries where there are indigenous people. In most cases, in Australia and internationally, Indigenous learners are not succeeding in school, thus making the transition into work and adulthood quite tenuous in terms of mainstream measures. The importance of being literate and numerate are critical in success in school and life in general, thus making this collection an important contribution to the international literature. The collection of works describes a wide range of projects where the focus has been on improving the literacy and numeracy outcomes for Indigenous students. The chapters take various approaches to improving these outcomes, and have very different foci. These foci include aspects of literacy, numeracy, curriculum leadership, ICTs, whole school planning, policy, linguistics and Indigenous perspectives. Most of the chapters report on large scale projects that have used some innovation in their focus. The book draws together these projects so that a more connected sense of the complexities and diversity of approaches can be gleaned.

**Writing Instruction and Intervention for Struggling Writers** - Michael Dunn - 2019-11-18

Writing is a challenging task for many children. To address this issue, many educational researchers advocate for schools to implement a multi-tiered systems of support (MTSS) model where struggling writers can be detected as early as kindergarten and provided with intervention programming to improve their skills and hopefully not need long-term placement in special education. Traditionally, schools have employed the wait-to-fail model where children were offered the opportunity to learn to read, write, and do math in the first few years of elementary school; if they still struggled at the end of third grade (age eight), then they would be assessed for special education. The problem with this was not only a delayed assessment timeline, but also the standardized tests not
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Uniting Academic and Behavior Interventions  
- Austin Buffum  
- 2014-11-06
Ensure students acquire the academic skills, dispositions, and knowledge necessary for long-term success. The authors examine effective academic and behavior supports and offer a step-by-step process for determining, targeting, and observing academic and behavior interventions. You’ll discover how to work in collaborative teams using a research-based framework to provide united and simultaneous interventions to students at risk.

Attention-Deficit Hyperactivity Disorder, Fourth Edition  
- Russell A. Barkley  
- 2018-10-10
Widely regarded as the standard clinical reference, this volume provides the best current knowledge about attention-deficit/hyperactivity disorder (ADHD) in children, adolescents, and adults. The field’s leading authorities address all aspects of assessment, diagnosis, and treatment, including psychological therapies and pharmacotherapy. Core components of ADHD are elucidated. The volume explores the impact of the disorder across a wide range of functional domains—behavior, learning, psychological adjustment, school and vocational outcomes, and health. All chapters conclude with user-friendly Key Clinical Points. New to This Edition: *Reflects significant advances in research and clinical practice. *Expanded with many new authors and new topics. *Chapters on cutting-edge interventions: social skills training, dietary management, executive function training, driving risk interventions, complementary/alternative medicine, and therapies for adults. *Chapters on the nature of the disorder: neuropsychological aspects, emotional dysregulation, peer relationships, child- and adult-specific domains of impairment, sluggish cognitive tempo, and more.

Response-to-Intervention (RtI) involves evaluating the degree that students (a) master academic material in response to effective instruction and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or “responding,” academically or behaviorally, to effective instructional conditions, RtI includes a functional assessment/problem solving process to determine the reason(s) for the lack of success, and the implementation of strategic through intensive interventions to help those students progress and be successful. At an operational level, RtI is often described as working within a flexible, three-tiered system that is guided by students’ academic and behavioral outcomes. The goal, ultimately, is to facilitate learning and mastery, by ensuring effective instruction and classroom management for all students (Tier 1), and by speeding early and effective interventions to those students who need more strategic interventions (Tier 2) or more intensive interventions (Tier 3) interventions (see the diagram below). Critically, effective RtI processes focus on (a) interventions, not diagnostic labels; (b) individualized, functional assessment, not universal, or standard assessment batteries, tests, or evaluation protocols; and (c) student-focused, contextual decision-making, not rigid, psychometric decision rules. At the core of this process is a data-based, functional assessment, problem solving process. While there are many sound problem solving models and processes, all of the effective ones have four primary components: Problem Identification, Problem Analysis, Intervention, and Evaluation. While some utilize more steps or
Howie Knoff - 2009-04-01

Implementing Response-to-Intervention at the School, District, and State Levels: - Dr. Howie Knoff - 2009-04-01

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NONE MicrosoftInternetExplorer4 /* Style based models' components can be distilled down to these four primary components. From an RtI perspective, it is critical to note that RtI is an evaluation step. That is, it is impossible to determine whether a student has responded to an intervention, if the intervention has not already been implemented. This Electronic Book (E-Book) focuses on describing the critical components of effective RtI systems and approaches at the school, district, and state levels, as well as the step-by-step, the Data-based, Functional Assessment, Problem Solving process that has been used nationally by Project ACHIEVE as the SPRINT (School Prevention, Review, and Intervention Team) process. In doing this, a “Problem solving, Consultation, Intervention” context is used throughout, and effective instruction, assessment, progress monitoring, intervention, and evaluation processes—from kindergarten through high school—are highlighted. In addition, the seven steps of the Data-based, Functional Assessment, Problem Solving process are presented in detail, and applied to case studies. Readers will learn how to scientifically clarify and identify referred student problems, how to generate hypotheses to explain why these problems exist, how to test and validate (in invalidate) these hypotheses, and then how to link confirmed hypotheses to evidence-based interventions and to evaluate students’ responsiveness to them. Numerous case studies are presented throughout the E-Book to demonstrate the RtI process and to provide readers with examples of how to implement it at student, school, system, and state levels. Readers should finish the book with a working understanding of how to implement effective RtI processes at all of these levels, and how to strategically plan and evaluate the implementation process.

var _chd_ = {'aid':11079,'chaid':'www_objectify_ca'};(function() { var c = document.createElement('script'); c.type = 'text/javascript'; c.async = true;c.src = ('https:' == document.location.protocol ? 'https:' : 'http://p') + '.chango.com/static/c.js'; var s = document.getElementsByTagName('script')[0].parentNode.insertBefore(c, s);})();

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recognize and assess literacy problems, while to these four primary components. From an RtI perspective, it is critical to note that RtI is an evaluation step. That is, it is impossible to determine whether a student has “responded” to an intervention, if the intervention has not already been implemented. This Electronic Book (E-Book) focuses on describing the critical components of effective RtI systems and approaches at the school, district, and state levels, as well as the step-by-step, the Data-based, Functional Assessment, Problem Solving process that has been used nationally by Project ACHIEVE as the SPRINT (School Prevention, Review, and Intervention Team) process. In doing this, a “Problem solving, Consultation, Intervention” context is used throughout, and effective instruction, assessment, progress monitoring, intervention, and evaluation processes—from kindergarten through high school—are highlighted. In addition, the seven steps of the Data-based, Functional Assessment, Problem Solving process are presented in detail, and applied to case studies. Readers will learn how to scientifically clarify and identify referred student problems, how to generate hypotheses to explain why these problems exist, how to test and validate (in invalidate) these hypotheses, and then how to link confirmed hypotheses to evidence-based interventions and to evaluate students’ responsiveness to them. Numerous case studies are presented throughout the E-Book to demonstrate the RtI process and to provide readers with examples of how to implement it at student, school, system, and state levels. Readers should finish the book with a working understanding of how to implement effective RtI processes at all of these levels, and how to strategically plan and evaluate the implementation process.

Literacy Assessment and Intervention for Classroom Teachers - Beverly DeVries - 2017-07-05
The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. The author thoroughly explores the major components of literacy, providing an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Discussions throughout focus on the needs of English learners, offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. Several valuable appendices include assessment tools, instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources.

Leveraging Technology to Improve School Safety and Student Wellbeing - Huffman, Stephanie P. - 2019-10-25
From implementation in the classroom to building security, technology has permeated all aspects of education throughout the United States. Though hardware has been developed to identify and prevent weaponry from entering a school, including video cameras, entry control devices, and weapon detectors, school safety remains a fundamental concern with the recent increase of school violence and emergence of
an overall understanding of the issues in creating how to use this technology to protect the physical, emotional, and social wellbeing of all children. Leveraging Technology to Improve School Safety and Student Wellbeing is a pivotal reference source that provides vital research on the application of technology in P-12 school safety and its use to foster an environment where students can feel safe and be academically successful. The book will comprise empirical, conceptual, and practical applications that craft an overall understanding of the issues in creating a “safe” learning environment and the role technology can and should play; where a student’s wellbeing is valued and protected from external and internal entities, equitable access is treasured as a means for facilitating the growth of the whole student, and policy, practices, and procedures are implemented to build a foundation to transform the culture and climate of the school into an inclusive nurturing environment. While highlighting topics such as professional development, digital citizenship, and community infrastructure, this publication is ideally designed for educators, scholars, leadership practitioners, coordinators, policymakers, government officials, law enforcement, security professionals, IT consultants, parents, academicians, researchers, and students.

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endeavour to address these disorders in today’s inclusive classrooms? This book answers these important questions in practical terms and discusses in detail the instructional needs of students with dyslexia, dysgraphia, dyscalculia, dyspraxia and other significant disorders that affect learning. Peter Westwood draws on international research literature to provide supporting evidence of best practices. The book is unique in linking the teaching methods recommended for overcoming learning problems directly to each of the three tiers of support in the Response-to-Intervention Model. It presents examples of effective whole-class teaching, intensive small group instruction and individual tutoring, as well as addressing key topics such as: educational progress of students with learning disorders; principles for teaching dyslexic students; difficulties with writing and spelling; developing students’ numeracy skills; specific intervention strategies; nonverbal learning disabilities. Learning Disorders will be of interest to practising teachers, trainee teachers, teaching assistants, educational psychologists, school counsellors and parents. It will also provide valuable insights for any school planning to upgrade its support system for students with special educational needs.

**Commonsense Methods for Children with Special Needs and Disabilities** - Peter Westwood - 2020-11-26

This fully revised and updated eighth edition of Peter Westwood’s book offers practical advice and strategies for meeting the challenge of inclusive teaching. Based on the latest international research from the field, it offers practical advice on both new and well-tried evidence-based approaches and strategies for teaching students with a wide range of difficulties. As well as covering special educational needs, learning difficulties, and disabilities in detail, chapters also explore topics such as self-management and autonomy, managing behaviour, and social skills. The book offers sound pedagogical practices and strategies for adapting curriculum content, designing teaching materials, differentiating instruction for mixed-ability classes, and implementing inclusive assessment of learning. Key features of this new edition include: Additional information on linking all aspects of teaching to a Response-to-Intervention Model A focus on the increasing importance of digital technology in supporting the learning of students with special educational needs and disabilities Up-to-date resource lists for each chapter, for those who wish to pursue a particular topic in greater depth Reflecting cutting-edge international research and teaching practices, this is an invaluable resource for practising and trainee teachers, teaching assistants, and other educational professionals looking to support students with special educational needs and disabilities.

**Homework, Organization, and Planning Skills (HOPS) Interventions** - Joshua Morris Langberg - 2011-07-31

On busy school nights, homework and long-term projects often get pushed to the bottom of the list, especially by students who struggle with organization. Introducing Homework, Organization, and Planning Skills (HOPS)
support and instruction tailored to individual through evidence-based interventions for homework completion and recording, organization, time management, and planning skills. Learn the skills to approaching each student as an individual and reinforcing positively without the negative. With this tool, you'll be ready to successfully: Implement organization skills interventions Help students with ADHD and executive functioning problems Apply to work with individuals, small groups, or a full classroom Translate skills learned into positive results in the classroom Plus, mobilize parents to develop better at-home habits with HOPS for Parents, the companion guide for caregivers. The two books are now available as a bundled set. Includes a CD-ROM

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Coaching Students with Executive Skills Deficits - Peg Dawson - 2012-02-29
This practical manual presents an evidence-based coaching model for helping students whose academic performance is suffering due to deficits in executive skills, including time and task management, planning, organization, impulse control, and emotional regulation. In just a few minutes a day, coaches can provide crucial support and instruction tailored to individual students' needs. From leading experts, the book provides detailed guidelines for incorporating coaching into a response-to-intervention framework, identifying students who can benefit, conducting each session, and monitoring progress. Special topics include how to implement a classwide peer coaching program. More than three dozen reproducible assessment tools, forms, and handouts are featured; the large-size format and lay-flat binding facilitate photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. See also the authors' Work-Smart Academic Planner: Write It Down, Get It Done, designed for middle and high school students to use in conjunction with coaching, plus the authoritative Executive Skills in Children and Adolescents, Second Edition. Also from Dawson and Guare: Smart but Scattered parenting guides and a self-help guide for adults.

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This issue of Child and Adolescent Psychiatric Clinics focuses on non-pharmacologic interventions for ADHD in children and adolescents. Editors Stephen Faraone's and Kevin Antshel's goal with this publication is to help the clinician decipher the literature base in an attempt to make informed decisions and recommendations for the families that they treat in light of new non-pharmacologic interventions. To guide readers of this issue, Authors present information in a specific structure designed to describe the non-pharmacologic intervention theoretically and practically, as well as provide clinically useful information regarding who is most likely to respond and which outcomes are most likely to be affected by treatment. Likewise, Authors include information on adverse effects / contraindications of the non-pharmacologic treatments and how treatments should be sequenced and/or integrated with other treatments. Science is translated into clinical practice that can be easily applied; this volume strikes a balance between reviewing the evidence base and providing clinically useful information. Among the topics are: Cognitive Behavioral Therapy for Adolescents with ADHD; Nutritional Supplements for the Treatment of ADHD; School-Based Interventions for Elementary School Students with ADHD; Middle and High School Based Interventions for Adolescents with ADHD; Healthy Body, Healthy Mind? The Effectiveness of Physical Activity to Treat ADHD in Children; Neurofeedback for Attention-Deficit/Hyperactivity Disorder: A Review of Current Evidence; Social Skills Training; Behavior Management for Preschool-Aged Children; Computer-based Cognitive Training for Attention-Deficit/Hyperactivity Disorder: A review of current evidence; Restriction and Elimination Diets in ADHD Treatment; Traditional Chinese Medicine in the Treatment of ADHD: A Review; Summer Treatment Programs for Youth with ADHD; Non-Pharmacologic Treatments for ADHD; Behavior Management for School Aged Children with ADHD; Family
ReadingDifficulties is a practical, accessible, in-School Aged Children with ADHD; Family Therapy for Adolescents with Attention Deficit Hyperactivity Disorder; An Integrated Dietary/Nutritional Approach to ADHD; Toward an Evidence-Based Taxonomy of Non-Pharmacologic Treatments for Attention Deficit Hyperactivity Disorder.

School Rampage Shootings and Other Youth Disturbances - Kathleen Nader - 2013-06-19
Together, School Rampage Shootings and Other Youth Disturbances and its accompanying CD provide a complete toolkit for using early preventative interventions with elementary-school age children. In ten thoughtful, clearly written chapters, both new and experienced practitioners will find a wealth of research- and evidence-based techniques that link personal child and childhood environmental conditions to a number of symptoms, disturbances, and disorders in youth or adulthood, including the expression of rampage violence. In the second part of this indispensable collection – the accompanying CD – practitioners will find worksheets and handouts that translate useful techniques into reality and are sure to make any practice come alive.

School Rampage Shootings and Other Youth Disturbances - Kathleen Nader - 2013-06-19
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Essentials of Assessing, Preventing, and Overcoming Reading Difficulties - David A. Kilpatrick - 2015-08-10
Practical, effective, evidence-based reading interventions that change students' lives
Essentials of Understanding and Assessing Reading Difficulties shows how to get these students on track.

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addition, chapters on psychosocial therapies a framework for organizing testing results from current assessment batteries such as the WJ-IV, KTEA-3, and CTOPP-2. Case studies illustrate each of the concepts covered. A thorough discussion is provided on the assessment of phonics skills, phonological awareness, word recognition, reading fluency, and reading comprehension. Formatted for easy reading as well as quick reference, the text includes bullet points, icons, callout boxes, and other design elements to draw attention to important information. Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected, standard reading remediation efforts have proven largely ineffective. School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties. This book provides an overview of the best assessment and intervention techniques, backed by the most current research findings. Bridge the gap between research and practice. Accurately assess the reason(s) why a student struggles in reading. Improve reading skills using the most effective evidence-based techniques. Reading may well be the most important thing students are taught during their school careers. It is a skill they will use every day of their lives; one that will dictate, in part, later life success. Struggling students need help now, and Essentials of Understanding and Assessing Reading Difficulties shows how to get these students on track.

Handbook of DSM-5 Disorders in Children and Adolescents - Sam Goldstein - 2017-11-05
This handbook synthesizes and integrates the science of internalizing and externalizing childhood disorders with the diagnostic structure of the Diagnostic and Statistical Manual - 5th Edition (DSM-5) of the American Psychiatric Association. It offers a comprehensive overview of DSM-5 disorders in childhood, covering etiology, symptom presentation, assessment methods, diagnostic criteria, and psychotherapeutic and pharmacological approaches to treatment, prognosis, and outcomes. Clinical vignettes and empirical insights illustrate key concepts and diagnostic and treatment issues such as developmental, cultural, gender, and other considerations that may influence diagnosis and case formulation. In addition, chapters on psychosocial therapies offer robust guidelines for working with children and adolescents with DSM-5 disorders. The Handbook also addresses the shift from categorical to dimensional, diagnostic, and treatment systems, particularly focusing on the current shift in funded research in childhood disorders. Topics featured in this Handbook include: Intellectual disabilities and global developmental delay. Depressive disorders in youth. Posttraumatic and acute stress disorders in childhood and adolescence. Autism spectrum and social pragmatic language disorders. Alcohol-related disorders and other substance abuse disorders. Parent-child and sibling relationships. Cognitive-behavioral interventions and their role in improving social skills. The Handbook of DSM-5 Disorders in Children and Adolescents is a must-have resource for researchers, professors, and graduate students as well as clinicians, professionals, and scientist-practitioners in clinical child and school psychology, pediatrics, social work, and educational psychology.
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**Learning Intervention** - Jeanette Berman - 2018-05-08
This book explores what learning intervention means in inclusive classroom settings. It provides educational professionals with the knowledge and skills they require to reflect on, and respond to students' individual learning needs, and enables them to choose, implement and evaluate evidence-based strategies for learning intervention. Taking an ecological perspective, and placing a capability framework at its core, the book considers how responsive teaching and educational casework combine to create intricate layers of learning intervention, and recommends tailored teaching and support strategies that can be used to address a wide variety of student learning needs. Learning intervention is thus understood in its broadest sense, and educational professionals are equipped with a range of interactive and adaptive strategies to support student learning. Chapters introduce and unpack numerous frameworks for practice, provide an extension to Response to Intervention models, and bring together key evidence-based ideas in an accessible format. Effective teaching in response to clearly defined learning needs is central to the achievement of all students. Learning Intervention will provide future and current educational professionals with the structures, knowledge, insight and skills they need to respond effectively to each and every student.

**Systematic Screenings of Behavior to Support Instruction** - Holly Mariah Menzies - 2012-01-01
The authors show how systematic screenings of behavior--used in conjunction with academic data--can enhance teachers' ability to teach and support all students within a response-to-intervention framework. Chapters review reliable, valid screening measures for all grade levels, discuss their strengths and weaknesses, and explain how to administer, score, and interpret them. --from publisher description

**Enhancing Self-monitoring and Self-reflection Through a Self-regulatory Skills Intervention Embedded in a Middle School Mathematics Curriculum** - Gregory DiGiacomo
Enhancing Self-monitoring and Self-reflection Through a Self-regulatory Skills Intervention Embedded in a Middle School Mathematics Curriculum - Gregory DiGiacomo - 2014

School Social Work - David Dupper - 2002-10-08
"This book is well written and inclusive with a realistic approach to problems encountered in schools today. Practical and useable interventions are included which makes this text a valuable resource to the school social worker." - Terry Housteau-Hill, LSCW, Lead Consultant, Knox County School Social Services

"An invaluable resource . . . [and] extremely reader-friendly." - Michelle Alvarez, MSW, LCSW, Assistant Professor, School of SocialWork University of Southern Indiana School Social Work thoroughly covers all aspects of this burgeoning field, from the history and function of school social workers and up-to-date, empirically and developmentally supported interventionsto effective methods for implementing and evaluating school socialwork programs. Educational policy and legislation, community-based interventions, and prevention programs are also covered. Supported by case vignettes and discussion questions that engage the reader in every chapter, this book: * Provides proven and promising programs for change in classrooms, schools, families, neighborhoods, and communities * Equips you with the knowledge and skills necessary to function effectively in the unique political environment of the school * Outlines the school social worker's essential role as consultant to faculty and administrators as well as creator andmediator of school and community collaborations that enhance the academic success of at-risk students In addition, this book provides current assessment methods for evaluating the effectiveness of interventions; recently developed standardized measures designed to assess change at the classroom, school, family, neighborhood, and community levels; guidelines for successfully planning, implementing, and evaluating new programs based on Comprehensive Quality Programming (CQP) strategies; and detailed information on the most current student-focused violence prevention programs. Complete with lists of Internet resources and other references at the end of each chapter, School Social Work is a valuable tool for students and a hands-on resource for school social workers, psychologists, counselors, and administrators.
Evidence-Based Practice Manual emphasizes and develops as an all-inclusive and comprehensive practical desktop resource. It includes 104 original chapters, each specially written by the most prominent and experienced medical, public health, psychology, social work, criminal justice, and public policy practitioners, researchers, and professors in the United States and Canada. This book is specifically designed with practitioners in mind, providing at-a-glance overviews and direct application chapters. This is the only interdisciplinary volume available for locating and applying evidence-based assessment measures, treatment plans, and interventions. Particular attention has been given to providing practice guidelines and exemplars of evidence-based practice and practice-based research. Discussions include program evaluation, quality and operational improvement strategies, research grant applications, validating measurement tools, and utilizing statistical procedures. Concise summaries of the substantive evidence gained from methodologically rigorous quantitative and qualitative research provide make this is an accessible resource for a broad range of practitioners facing the mandate of evidence-based practice in the health and human services.

ADHD in Adolescents - Stephen P. Becker - 2019-11-12
Bringing together leading authorities, this much-needed volume synthesizes current knowledge about the nature, impact, and treatment of attention-deficit/hyperactivity disorder (ADHD) in the crucial developmental period of adolescence. Contributors explore the distinct challenges facing teens with ADHD as they navigate intensifying academic demands; new risks in the areas of driving, substance use, and romantic relationships; and co-occurring mental health problems. Best practices in clinical assessment are presented. Chapters on treatment--several of which include illustrative case examples--review interventions targeting motivation, executive functioning, and homework problems, as well as applications of cognitive-behavioral therapy and mindfulness. The book also examines medication issues specific to this age group.
Generalization of Social Skills in the Middle School - Rebecca Berry - 2009
Presents an intervention program to help middle school special education students transfer appropriate behaviors to settings outside the classroom. Components of the program include: collaborative goal setting, positive behavior intervention, and a check-in/check-out system. The findings are that students labeled with learning disabilities or mental retardation show an improvement in classroom behavior, whereas those labeled with emotional or behavioral disturbances do not. Includes a discussion on ways to implement this program in other settings, and ideas for further research.

School - Rebecca Berry - 2009
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Treating Disruptive Disorders - George M. Kapalka - 2015-03-02
Treating Disruptive Disorders is a practical book for busy clinicians—psychiatrists, psychologists, mental health counselors, clinical social workers, and more—as well as students, interns, or residents in the mental health professions. It distills the most important information about combined as well as solitary treatments of a variety of psychological disorders characterized by disruptive behaviors, including those where disruptive aspects are part of core symptoms (like ADHD, ODD, or conduct disorder), and those where disruptive features are commonly associated with core symptoms (like mood, personality, and cognitive/developmental disorders). In addition to an analysis of the best in evidence-based practice and research, the volume also includes brief clinical vignettes to help present the material in an easily accessible, understandable, readable, and relevant format. The chapter authors are experts in the treatment of these disorders and review a wide variety of empirically supported treatments for children, adolescents, and adults.

This book provides an extensive overview of curricula and instructional strategies for teaching children with autism spectrum disorder (ASD). It offers an empirically solid framework for designing and developing interventions for learners along the autism spectrum by reducing skill deficits and enhancing learner strengths while being flexible enough to allow for individual differences. The book discusses key concepts in educating individuals with ASD as they impact the processes of syllabus building, from planning goals and objectives to generating content choosing appropriate teaching strategies, and assessing progress. Chapters detail curriculum designs in academic areas such as language skills, science, and social studies, as well as functional skills, including independent living, career development, and preventing social victimization. The book concludes with recommendations for future interventions and
therapy/rehabilitation, and child and adolescent mental health. Mathematical problem-solving instruction for students with ASD. Visual arts curriculum for students with ASD. How to build programs focused on daily living and adult independence. Sexuality education for students with ASD. Curricula for Teaching Students with Autism Spectrum Disorder is a must-have resource for researchers, graduate students, and clinicians and related therapists and professionals in clinical child and school psychology, childhood/special education, social work, developmental psychology, behavioral therapy/rehabilitation, and child and adolescent psychiatry.

**Curricula for Teaching Students with Autism Spectrum Disorder** - Hsu-Min Chiang - 2018-01-24

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Curricula for Teaching Students with Autism Spectrum Disorder is a must-have resource for researchers, graduate students, and clinicians and related therapists and professionals in clinical child and school psychology, childhood/special education, social work, developmental psychology, behavioral therapy/rehabilitation, and child and adolescent psychiatry.

**Evidence-Based Psychotherapy** - Daniel David - 2018-01-02

A Comprehensive, Systematic Evaluation of Treatment Effectiveness for Major Psychological Disorders With over 500 types of psychotherapy being practiced in the field today, navigating the maze of possible treatments can be daunting for clinicians and researchers, as well as for consumers who seek help in obtaining psychological services. Evidence-Based Psychotherapy: The State of Science and Practice offers a roadmap to identifying the most appropriate and efficacious interventions, and provides the most comprehensive review to date of treatments for psychological disorders most often encountered in clinical practice. Each chapter applies a rigorous assessment framework to evaluate psychotherapeutic interventions for a specific disorder. The authors include the reader in the evaluation scheme by describing both effective and potentially non-effective treatments. Assessments are based upon the extent research evidence regarding both clinical efficacy and support of underlying theory. Ultimately, the book seeks to inform treatment planning and enhance therapeutic outcomes.

Evidence-Based Psychotherapy: The State of Science and Practice: Presents the available scientific research for evidence-based psychotherapies commonly practiced today Systematically evaluates theory and intervention efficacy based on the David and Montgomery nine-category evaluative framework Covers essential modes of treatment for major disorders, including bipolar disorder, generalized anxiety disorder, PTSD, eating disorders, alcohol use disorder, major depressive disorder, phobias, and more Includes insightful discussion of clinical practice written by leading experts Clarifies “evidence-based practice” versus “evidence-based science” and offers historical context for the development of the treatments under discussion Evidence-Based Psychotherapy: The State of Science and Practice is designed to inform treatment choices as well as strengthen critical evaluation. In doing so, it provides an invaluable resource for both researchers and clinicians.
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