

**Teaching children with
learning disabilities: Personal
perspectives (The Merrill
personal perspectives in
special education series)**

Kauffman & Hallahan

Note: This is not the actual book cover

Special Education For Adolescents Issues And Perspectives The Merrill

**Douglas Cullinan, Michael H.
Epstein, John Lloyd (Ph. D.)**



Special Education For Adolescents Issues And Perspectives The Merrill:

Special Education for Adolescents Douglas Cullinan, Michael H. Epstein, 1979 Severe Behavior Disorders in the Mentally Retarded Rowland P. Barrett, 2013-11-22 It is well known that behavior problems are a salient characteristic of children and adults with mental retardation That is not to say that all persons with mental retardation experience behavior disorders how ever most studies indicate that the incidence of emotional disturbance in this population is four to six times greater than that observed in similar intellectually nonhandicapped children and adults It is equally well known that the principal form of treatment accorded clients with mental retardation and behavior disorders is pharmacotherapy or the prescription of behavior modifying drugs Recent studies show that 6 out of every 10 individuals with mental retardation have been prescribed drugs as treatment for disorders of emotion or behavior Unfortunately further studies indicate that only one or 2 out of every 10 clients receiving medication are determined to be responders such that some therapeutic benefit is derived from their drug treatment As noted by the title the single major thrust of this volume is to review approaches to the treatment of behavior disorders in persons with mental retardation from a nondrug perspective This requires the presentation of a wide range of material on treatment basic behavior modification programming cognitive behavioral strategies habilitative approaches counseling and psychotherapy designing therapeutic living environments managing medical factors bearing relevance to emotional illness intervening with families training special education teachers and direct care staff and supplying information on the client's rights to obtain treatment in the least restrictive and least intrusive manner *Classroom Behavior Management for Diverse and Inclusive Schools* Herbert Grossman, 2003-10-14 Classroom Behavior Management for Diverse and Inclusive Schools utilizes a three stage approach to classroom behavior management to assist teachers in avoiding behavior problems managing those that cannot be avoided and resolving those that cannot be managed It enables teachers to accommodate their management techniques to students diverse developmental gender ethnic and socioeconomic class characteristics in today's inclusive schools Distinctive Features Preventive suggests management techniques that research indicates can help prevent most behavior problems from occurring Inclusive describes best practice in inclusive education Developmental shows the best ways to establish rules that are appropriate for students developmental gender socioeconomic and ethnic characteristics so that students are likely to follow them Relationships and Values maintaining positive teacher student relationships promoting group cohesiveness creating classroom environments that motivate students and enhancing students belief in the value of school Problem solving techniques teachers can use with most students to solve behavior problems New in This Edition Greater emphasis on appropriately mixing management techniques as classrooms increasingly represent varying ethnic and socioeconomic backgrounds Using both male and female friendly classroom behavior management techniques in the same classroom to accommodate varying learning and behavior styles More on students with disabilities Covers problems caused by tracking and ability grouping and helps teachers to deal

with them New additions on making classrooms and schools safe through eliminating bullying and sexual and ethnic harassment Comprehensive coverage of the research literature from Australia Canada New Zealand Scandinavia United Kingdom United States and other regions of the world Coverage of recent and emerging controversial issues in the field References and examples in the self quizzes and activities that have been updated throughout

The Assessment of Child and Adolescent Personality Howard M. Knoff, 2002-12-31 Now available in paper for the first time this volume brings together leading contributors to provide a comprehensive review of theory research and practice in child and adolescent personality assessment Organized for easy reference the book is divided into four parts Part I summarizes basic theories issues and concepts setting forth a framework for assessment as a hypothesis generating problem solving process Part II describes and evaluates a wide range of relevant approaches tests and techniques marshaling the available data and reviewing administration procedures scoring and interpretation In Part III the process by which personality assessment is translated into effective intervention strategies and programs for children is examined in depth A summary of major perspectives and recommended practices is presented in Part IV which also considers future needs and directions for the field

The School Psychologist in Nontraditional Settings Rik Carl D'Amato, Raymond S. Dean, 2017-09-14 Originally published in 1989 school psychology according to the contributors of this unique volume is an approach to problem solving not simply a setting specific profession Following Lightner Witmer's original notion the editors lay a foundation for the field of school psychology in nontraditional settings Such nontraditional practice stems from data showing that school psychologists display skills and abilities that can be applied successfully to a variety of client needs in numerous settings This special book directly affects both the practicing school psychologist and those in training as well as professionals and students in clinical child psychology counseling and educational psychology

Inpatient Behavior Therapy for Children and Adolescents D.J. Kolko, Vincent B. Van Hasselt, 2013-06-29 Behavior therapists on child and adolescent psychiatric inpatient units have played an increasing role in the treatment of a wide range of disorders Indeed behavioral assessment and treatment strategies in these settings have been applied to a diversity of problems including depression mental retardation autism conduct disorders attention deficit hyperactivity disorder anorexia and bulimia More recently the heuristic value of behavioral methods with substance abuse pediatric pain and child maltreatment has been documented as well Because of the multifaceted and complex challenges posed by children and adolescents who reach inpatient units behavioral clinicians have worked closely with other professionals e.g. psychiatrists social workers psychiatric nurses in an effort to provide broad spectrum comprehensive intervention However as a burgeoning body of clinical research attests the significant contribution of behavior therapy to successful treatment outcome is now indisputable Yet surprisingly few texts have been published concerning inpatient treatment of children and adolescents The few extant efforts in this area have not covered the broad array of issues and diagnostic populations treated nor have they considered the pragmatic day to day diffi

culties encountered by behaviorally oriented practitioners working in child and adolescent inpatient settings This text is an attempt to remedy such shortcomings by providing a comprehensive yet practical approach to the functions of behavior therapists on inpatient psychiatric services for children and youth Improving the Quality of Life David M. Romney,Roy I. Brown,Prem S. Fry,2012-12-06 The book is unique in two distinct ways First it focuses on improving quality of life in contrast to other books that have tended to focus more on its conceptualization and assessment Second it deals with improving quality of life in a variety of disabled populations not just one and includes chapters on people with chronic mental or physical conditions and those without disabilities at all i e so called normal people The book outlines some of the challenges and controversies in the quality of life domain and attempts to synthesize the key issue and to draw generalizable conclusions The book is mainly for university students and faculty and practitioners from various disciplines working in the field It will also interest those members of the general public who wish to improve their own quality of life or that of their relatives or friends

Behavior Disorders of Children and Adolescents Douglas Cullinan,Michael H. Epstein,John Lloyd (Ph. D.),1983 **Issues in Educational Placement** James M. Kauffman,Daniel P. Hallahan,Terry A. Astuto,John Wills Lloyd,2019-08-07 Placement of students with disabilities in the least restrictive environment has become a central issue in special education To date no comprehensive treatment of placement issues is available especially for students with emotional and behavioral disorders who present particularly difficult placement problems This book combines data and discussions intended to further the understanding of how and why decisions are made to place students with emotional or behavioral disorders in particular educational environments This volume establishes the problem of placement in a contemporary and historical context reviews the literature on placement of students with emotional or behavioral disorders and discusses placement options and concerns about multicultural issues post secondary education law and regulation demands on teachers and policy choices Its goals are to improve understanding of decision processes leading to placement set the stage for improvements in pupils lives in school and elsewhere and stimulate research on the many placement issues that are left unresolved *Exceptional Children* Daniel P. Hallahan,James M. Kauffman,1988

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