

# **School-Based Interventions for Students with Behavior Problems**

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Library of Congress Cataloging-in-Publication Data

Bowen, Julie M.

School-based interventions for students with behavior problems / by Julie M. Bowen, William R. Jenson, and Elaine Clark.

p. cm.

Includes bibliographical references (p.) and index.

ISBN 978-1-4613-4793-4 ISBN 978-1-4419-9102-7 (eBook)

DOI 10.1007/978-1-4419-9102-7

1. Problem children--Education--United States. 2. Behavior disorders in children--United States. 3. Behavior modification--United States. I. Jenson, William R. II. Clark, Elaine. III. Title.

LC4802.B69 2004  
371.93--dc22

2003062062

ISBN 978-1-4613-4793-4

© 2004 Springer Science+Business Media New York

Originally published by Springer Science+Business Media, Inc. in 2004

Softcover reprint of the hardcover 1st edition 2004

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In memory of my mother, Irene McDermaid, a caring, dedicated teacher who made a difference in children's lives—J. B.

In memory of Dr. Ken Reavis, the founder of the Utah BEST Project and the “connector” between best practice interventions and tough kids who were successful because of them—W. R. J.

In memory of Grayson Jenson, who reminded us all that some tough kids aren't so tough after all—E. C.

# Preface

Children, by their nature, are active, impulsive, easily distracted, and sometimes irritable. Most children do not begin school with the skills to handle problems without conflict, think through the consequences of their actions, and listen attentively to uninteresting topics—these are skills that develop throughout childhood, adolescence and even into adulthood. Some students, however, will exhibit behavior problems so severe that they consistently disrupt the learning of the entire classroom, frequently engage in conflicts with peers and adults, and fail to comply with rules and requests. Although these students only comprise about 7% of the student population, their actions affect everyone else in the school. These students are the focus of this book.

*School-Based Interventions for Students with Behavior Problems* is a book about helping children and adolescents who engage in severe behaviors to behave appropriately in the school setting. The emphasis of this book is on the prevention of behavior problems through structuring the instructional environment and teaching appropriate skills—and intervention to reduce problems with practical, proven, and positive procedures. This book is designed for teachers faced with the daily challenge of instructing students with behavior problems, as well as others who work with teachers and students; school administrators, counselors, special educators, and school psychologists.

The orientation and contents of this book represent the authors' experience and professional training in teaching, clinical work, and research involving students with behavior problems over the last 25 years. In searching for effective behavioral and academic strategies, the authors have reviewed hundreds of research-validated studies to select techniques applicable to varied instructional settings within the school.

It is our hope that this volume will provide educational professionals with a useful set of ideas and strategies that are a combination of research-supported interventions and practical guidelines, one that will help them with the critical task of helping at-risk students and those with behavior disorders to develop the competencies needed for academic and social success.

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