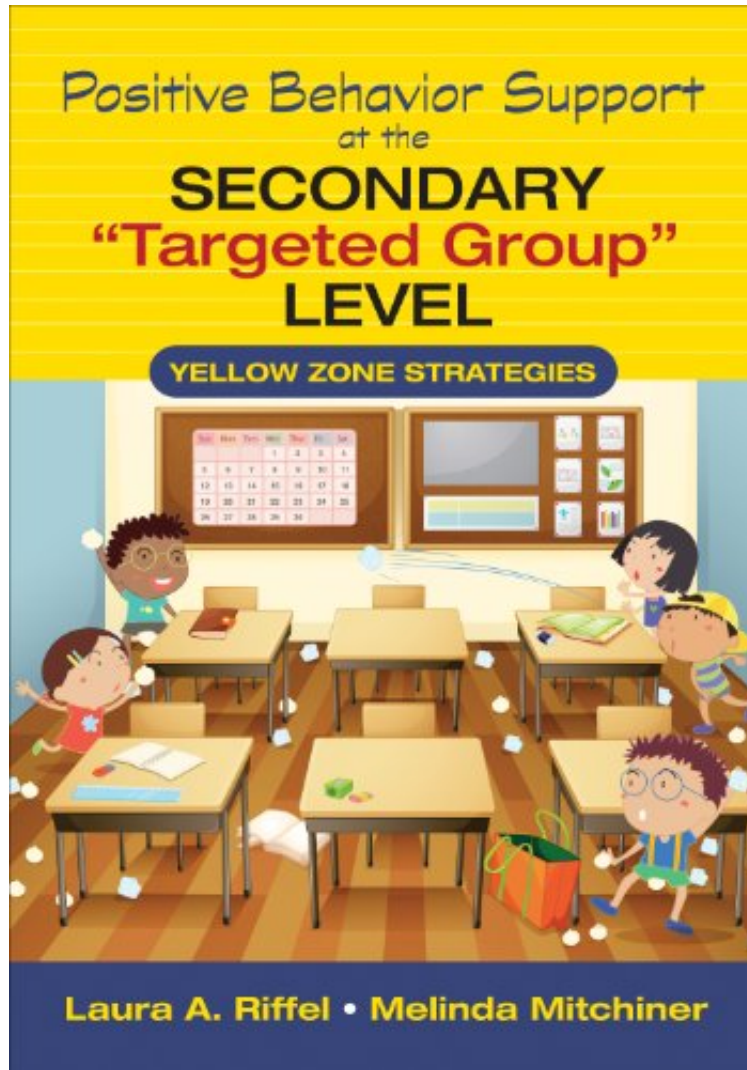


(Pdf free) Positive Behavior Support at the Secondary quot;Targeted Groupquot; Level: Yellow Zone Strategies

Positive Behavior Support at the Secondary quot;Targeted Groupquot; Level: Yellow Zone Strategies

Laura A. Riffel, Melinda S. Mitchiner
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Laura A. Riffel, Melinda S. Mitchiner : Positive Behavior Support at the Secondary quot;Targeted Groupquot; Level: Yellow Zone Strategies before purchasing it in order to gage whether or not it would be worth my time, and all praised Positive Behavior Support at the Secondary quot;Targeted Groupquot; Level: Yellow Zone Strategies:

Seal the gaps in student learning with targeted interventionThis practical resource addresses the gap between school-

wide disciplinary policies and interventions individually tailored to the most problematic students. Focusing on proactive strategies for small-group interventions, Laura Riffel's research and techniques include: General strategies that can be applied at the individual level: Self-management, proximity control, peer mentoring and more Comprehensive action plans to anticipate any disciplinary issues A behavior rating sheet proven effective in improving student behavior "Funk Swayrd"; For The Classroom: Using Feng Shui principles to create a classroom environment that enhances productivity, learning and creativity;

"This book is easy to read, understand, and implement in any classroom or school. Teachers will be drawn to the resources that can be copied and implemented immediately! I can't wait to apply some of these practices in my classroom!" (Rachel Spenner, Sixth Grade Elementary 2014-04-28) "This book is easy to read, understand, and implement in any classroom or school. Teachers will be drawn to the resources that can be copied and implemented immediately! I can't wait to apply some of these practices in my classroom!" (Rachel Spenner, Sixth Grade Elementary 2014-04-28) About the Author Laura A. Riffel is currently the director of Behavior Doctor Seminars, a company dedicated to helping teachers have all the tools they need to ameliorate behavioral issues in the classroom. She has trained hundreds of thousands of teachers, bus drivers, administrators, parents, paraprofessionals, counselors, psychologists, and social workers in the United States, Iceland, Australia, New Zealand, and Canada. She taught for over 30 years and ran a statewide program for children with behaviors that were impeding learning in the classrooms and a day program for children with severe behaviors. Melinda Mitchiner is currently completing her doctoral work in Special Education at the University of Kansas, Lawrence, KS. She is also coordinating technical assistance for the national technical assistance center for inclusive schoolwide school reform. Before her arrival at the University of Kansas, Melinda spent many years teaching and providing support for students who exhibit challenging behaviors. She provided professional learning opportunities at the school, district and state levels for educators and others to promote implementation of positive behavior support.