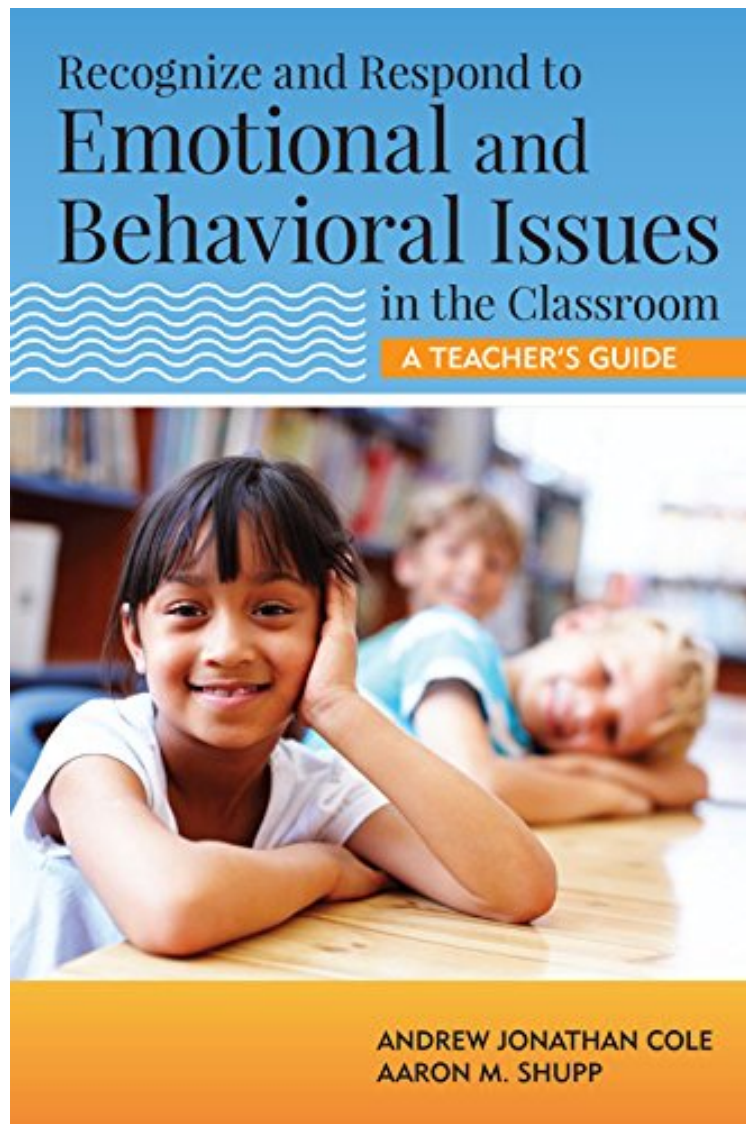


Recognize and Respond to Emotional and Behavioral Issues in the Classroom: A Teacher's Guide

Andrew Cole, Aaron Shupp

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Andrew Cole, Aaron Shupp : Recognize and Respond to Emotional and Behavioral Issues in the Classroom: A Teacher's Guide before purchasing it in order to gauge whether or not it would be worth my time, and all praised Recognize and Respond to Emotional and Behavioral Issues in the Classroom: A Teacher's Guide:

0 of 0 people found the following review helpful. Great resourceBy alleene j schuppAs a professional in an elementary school setting this book is a great resource, full of practical ideas you can go out and apply right away. It is easy to read and nice, fresh perspective to working with kids who have a diagnosed disability, as well as those who do not

have disability but have behavior issues. 0 of 0 people found the following review helpful. A must have for any teacher!
By Jackie
The authors of this book have created the perfect reference for a variety of classroom situations that involve emotional or behavioral issues. As a relatively new teacher, it is helpful to have examples of real-life situations and a model response to the issues demonstrated. This book would also be a useful tool in college education courses. I love having this handy reference at my fingertips!
1 of 1 people found the following review helpful. Helpful and essential for any classroom teacher!
By Elizabeth Karambelkar
As a seasoned high school educator, I regularly face a variety of emotional and behavioral issues in the classroom. I appreciate this book's fresh insight into these issues and concrete strategies for combatting them. A must read for any future or current teacher!

Teachers are often the first to identify a child's emotional or behavioral problems; but with limited time and resources, knowing how to start helping can be a tough challenge. This quick-guide puts key psychological principles and straightforward, classroom-ready strategies at every K-12 teacher's fingertips, they can provide effective supports for students, keep families involved, and recognize when outside help is needed. Based on the author's years of experience with students, teachers, and families, this reader-friendly guide is equally useful for working with students with and without a specific diagnosis. Teachers will learn practical strategies they can immediately implement to help students with a wide range of emotional, behavioral, and social difficulties: bullying; both verbal and physical poor concentration and impulsive behavior performance anxiety during exams and class time trouble fitting in with peers low moods aggressive behavior rule-breaking and disregard for authority resistance to or fear of school communication challenges struggles with social cues lack of personal boundaries In each concise, accessible chapter, teachers will get a case study and quick profile of a specific emotional or behavioral issue, recommendations on optimal classroom structure and student and family collaboration, and guidelines on when to seek further consultation or referral. Practice exercises and discussion questions make this an ideal resource for professional development sessions, and the helpful forms and handouts (also available online!) are easy to use with students and email to families. A must for new teachers and seasoned educators who want fresh, effective strategies, this book is the perfect starting point for addressing everyday emotional and behavioral challenges so that all students are ready to learn.

"Focuses on clearly described, observable behaviors, then guides the reader to effective, strength-based solutions . . . a meaningful, helpful resource for educators." --Bridget Walker, Seattle University
"Remarkably useful . . . guides readers through the steps needed to identify important emotional issues in their students and gives practical suggestions for helping. Every teacher should have this book!" --V. Durand, University of South Florida St. Petersburg
About the Author
Andrew Jonathan Cole, Psy.D. is a licensed psychologist in New York and Maine. Currently, he conducts psychoeducational assessments and provides consultation for primary and secondary schools and mental health clinics. His diverse experience and training also include work in a university counseling center, private practice, outpatient and inpatient treatment facilities, and as the supervisor of a forensic rehabilitation program. As an individual and family psychotherapist, he supports struggling students with educational and behavioral problems and their caregivers. Dr. Cole holds both a Psy.D. and M.A. in clinical psychology from Ferkauf Graduate School of Psychology, Yeshiva University; an M.A. in forensic psychology from John Jay College of Criminal Justice, City University of New York; and a B.A. in psychology from The Pennsylvania State University. He now lives and works in Maine, where he enjoys exploring the wilderness and writing essays and poetry in his spare time.
Aaron M. Shupp, Psy.D., is a licensed psychologist in New York. He has been providing psychological services to children, families, and adults for more than 10 years in settings that have included outpatient clinics, inpatient hospitals, and school-based treatment programs. His practice has included individual, family, and group psychotherapy; psychological assessments; systemic interventions; and consultation. Dr. Shupp has worked in both private practice and public service. His work also includes assessment and treatment of forensic patients, for which he has been called to provide expert testimony. Dr. Shupp earned his bachelor's degree from Whittier College and graduated in 2004 from Pacific University School of Professional Psychology with his doctorate in clinical psychology. Dr. Shupp previously worked as the only psychologist in a school-based treatment program for children with serious emotional and behavioral challenges. He worked closely with teachers, community providers, families, educational staff, and school administrators to develop and implement effective, individualized treatment plans for students ranging in age from 5 to 17.