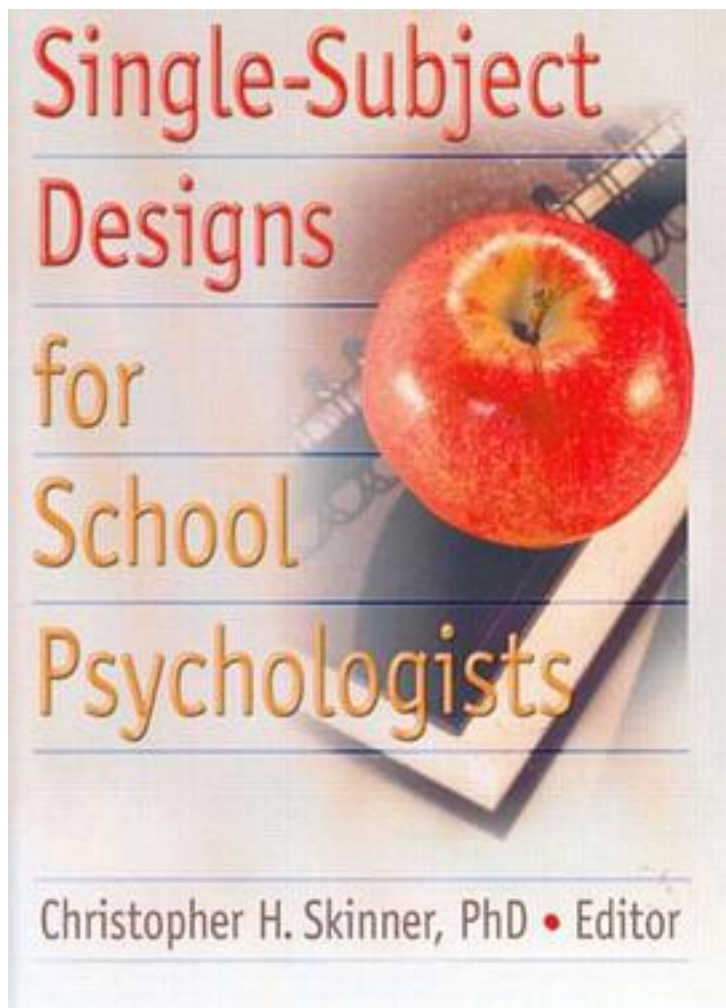


Single-subject Designs for School Psychologists



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Evaluate the effects of your interventions! Single-Subject Designs for School

Psychologists shows how practitioners—educators, counselors, and support personnel—can contribute to the research base in their field by using single-subject methodologies to empirically validate the effects of their interventions. This book provides the research tools to tackle real world problems such as reducing transition times; improving reading, mathematics, and writing performance; increasing on-task behavior; and enhancing public speaking skills by presenting examples and analysis of single-subject design research methods. Specific methodologies include empirical case studies, withdrawal designs, multiple-probe designs, and nonconcurrent multiple-baseline designs. Single-Subject Designs for School Psychologists is a useful supplement for research-design classes being offered to education professionals. This text provides real world examples that demonstrate how practitioners who work with individual students or entire classes can conduct important intervention research—while at the same time educating. The applied interventions are designed to alter a variety of different unfavorable behaviors while reducing students’ and educators’ fear of research. This extensively referenced source includes helpful charts and tables to clearly illustrate research data. Single-Subject Designs for School Psychologists discusses: intervention evaluation and validation procedures the Timely Transitions Game—combining explicit timing with an interdependent group contingency program to decrease transition times enhancing class-wide reading performance by using interdependent group contingencies with randomly selected criteria and paired reading a self-modeling intervention for high school students with public speaking anxiety delayed praise as a directive and its effectiveness on on-task behavior decreasing transition times in a second grade classroom a description and demonstration of the nonconcurrent multiple-baseline design using a low-tech self-managed time-delay intervention to increase division fact fluency Single-Subject Designs for School Psychologists is a valuable how-to guide for school psychologists, special education teachers, behavioral consultants, school counselors, school social workers, support personnel, general education teachers, or for any helping professional wishing to contribute to the advancement of their field.

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