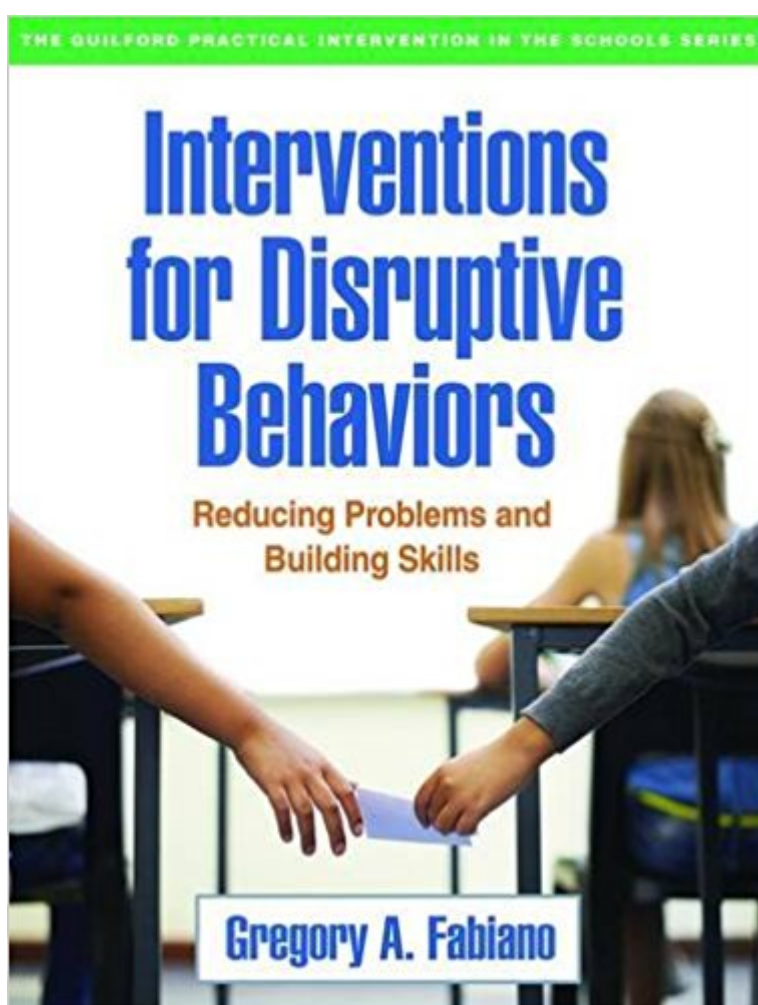


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Interventions For Disruptive Behaviors: Reducing Problems And Building Skills (The Guilford Practical Intervention In The Schools Series)



Synopsis

Children and adolescents with disruptive behavior disorders struggle both in and outside the classroom. This book gives school practitioners vital tools for supporting students' positive behavior as well as their academic and social success. Chapters review effective behavioral interventions at the whole-class, targeted, and individual levels; parent training programs; and strategies for building adaptive skills. Core evidence-based techniques are illustrated with vivid, concrete examples. Ways to integrate the strategies into a school's multi-tiered model of prevention and intervention are discussed. In a large-size format with lay-flat binding for easy photocopying, the book includes 14 reproducible forms. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Book Information

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Customer Reviews

"Fabiano's book is well organized and appropriate for many audiences, including school psychologists, teachers, and students interested in learning about evidence-based behavioral interventions. The topics are grounded in the theoretical and empirical literature, and situated within current frameworks used in psychology and education. The book provides a comprehensive review of the evidence; describes all the necessary ingredients for understanding and addressing disruptive behavior; and presents step-by-step descriptions of function-based assessment,

parenting interventions, classroom interventions, and child skills-building interventions. The examples make the content come to life. What a resource to have this information all in one place!"--Julie Sarno Owens, PhD, Professor of Psychology and Co-Director, Center for Intervention Research in Schools, Ohio University "Fabiano eloquently and authoritatively maps out how practitioners and educators can best treat disruptive behavior by using proven, functionally driven approaches. In an engaging and highly accessible style, the book weaves together the latest scientific findings with clinical and educational best practices for assessing and treating disruptive behavior and building competencies. The volume is chock-full of case examples, easy-to-follow assessment and treatment plans, strategies for tailoring approaches within a multi-tiered framework, and empirically supported tools and tips. This is an exemplary resource for bringing evidence-based practices to the homes and schools of youth struggling with disruptive behavior."--Linda J. Piffner, PhD, Department of Psychiatry, University of California, San Francisco

“This book beautifully achieves its goal of providing critical information to support educators, clinicians, and parents in addressing disruptive behavior disorders. The special focus on the involvement and perspective of the family offers a tremendous addition to the available literature. Fabiano’s incorporation of examples and personal reflections brings meaning to the science and reflects his years of experience working with children and their families in diverse settings. In addition to serving as a valuable resource for current practitioners, the book will be a useful training tool for graduate students planning to work in schools.”--Sandra M. Chafouleas, PhD, Neag School of Education, University of Connecticut "It is clear from reading this book that Fabiano truly understands what it is like to live with, teach, or treat a child with a disruptive behavior disorder. Based in research, the book is written in a down-to-earth way, with realistic suggestions for educators and clinicians. The broad focus on evidence-based techniques is important and unique. Although many effective packaged interventions for this population are available, they are all largely based on the same important behavioral principles. Fabiano cogently conveys those core principles so that educators and clinicians can apply them flexibly to a broad range of problems across multiple settings."--Joshua M. Langberg, PhD, Center for ADHD Research, Education, and Service, Department of Psychology, Virginia Commonwealth University

Gregory A. Fabiano, PhD, is Professor of Counseling, School, and Educational Psychology in the Graduate School of Education at the University at Buffalo, State University of New York. He conducts research on evidence-based assessments and treatments for disruptive behavior disorders, with a particular focus on attention-deficit/hyperactivity disorder. Dr. Fabiano is a recipient

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