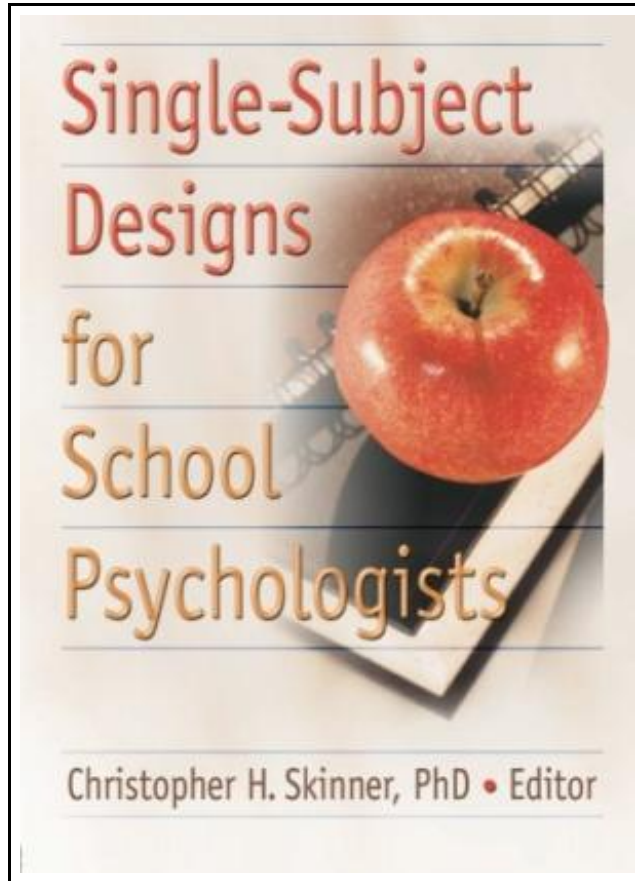


Single-Subject Designs for School Psychologists



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Reviews

Basically no words to clarify. Of course, it is perform, still an amazing and interesting literature. Its been printed in an exceptionally basic way which is only soon after i finished reading through this ebook where actually altered me, change the way i really believe.

(Newton Runolfsson)

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Taylor Francis Inc, United States, 2005. Paperback. Book Condition: New. 211 x 152 mm. Language: English . Brand New Book. 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. This book 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...



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