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Myrna B. Shure

I Can Problem Solve An Interpersonal Cognitive Problem Solving Program For Children

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I CAN PROBLEM SOLVE [ICPS] MYRNA B. SHURE,2023 I Can Problem Solve: Intermediate elementary grades
Myrna B. Shure,2000 A universal school based program designed to enhance the interpersonal cognitive processes and problem solving skills of children in preschool to grade 6 ICPS is proven to prevent and reduce early high risk behaviors such as impulsivity and social withdrawal and to promote prosocial behaviors such as concern for others and positive peer relationships I Can Problem Solve: Preschool Myrna B. Shure,2000 A universal school based programme designed to enhance the interpersonal cognitive processes and problem solving skills of children in preschool to grade 6 ICPS is proven to prevent and reduce early high risk behaviours such as impulsivity and social withdrawal and to promote prosocial behaviors such as concern for others and positive peer relationships **I Can Problem Solve** Myrna B. Shure,2000 **I Can Problem Solve-Set** Myrna B. Shure,2001 *I Can Problem Solve: Kindergarten & primary grades* Myrna B. Shure,2000 A universal school based programme designed to enhance the interpersonal cognitive processes and problem solving skills of children in preschool to grade 6 ICPS is proven to prevent and reduce early high risk behaviours such as impulsivity and social withdrawal and to promote prosocial behaviors such as concern for others and positive peer relationships **Handbook of Resilience in Children** Sam Goldstein,Robert B. Brooks,2023-03-09 The third edition of this handbook addresses not only the concept of resilience in children who overcome adversity but it also explores the development of children not considered at risk addressing recent challenges as a consequence of the COVID 19 pandemic The new edition reviews the scientific literature that supports findings that stress hardiness and resilience in all children leads to happier and healthier lives as well as improved functionality across the lifespan In this edition expert contributors examine resilience in relation to environmental stressors as phenomena in child and adolescent disorders and as a means toward positive adaptation into adulthood The significantly expanded third edition includes new and significantly revised chapters that explore strategies for developing resilience in families clinical practice and educational settings as well as its nurturance in caregivers and teachers Key areas of coverage include Exploration of the four waves of resilience research Resilience in gene environment transactions Resilience in boys and girls Resilience in family processes Asset building as an essential component of intervention Assessment of social and emotional competencies related to resilience Building resilience through school bullying prevention Resilience in positive youth development Enhancing resilience through effective thinking The Handbook of Resilience in Children Third Edition is an essential reference for researchers clinicians and allied practitioners and graduate students across such interrelated disciplines as child and school psychology social work public health as well as developmental psychology special and general education child and adolescent psychiatry family studies and pediatrics Model Programs in Child and Family Mental Health Michael C. Roberts,2014-02-04 This volume is the product of a combined effort to find programs of service delivery that demonstrably treat the varieties of mental health

problems of children and their families The Section on Clinical Child Psychology APA Clinical Psychology Section I and the Division of Child Youth and Family Services APA Division 37 established a task force whose mission was to identify provide recognition for and disseminate information on such programs Their findings are presented here The opening chapter and each section overview chapter provide orientations to the program descriptions and examine characteristics of exemplary interventions The targeted problems include child abuse and neglect school adjustment problems social problem solving problems autism and developmental disabilities conduct disorders and severe emotional problems children affected by disasters and trauma children whose parents are divorced children of teenage parents family dysfunction and parent child relationships oppositional defiant disorder and attention deficit disorder Settings for interventions in the model programs include schools mental health centers and family guidance clinics hospitals and pediatric practices group homes and sheltered workshops community centers family homes summer camps and coordinated systems of care The 18 programs described demonstrate the rationale for their interventions their targeted populations the type of staff and personnel various programmatic interventions aspects of the problems implementation of interventions and how the programs have been evaluated The needs for improved mental health services remain strong The supporting organizations and the members of the Task Force intend for the product of this project to be helpful in providing models for meeting those needs I can problem solve ,1993 **Resources in Education** ,1994 Serves as an index to Eric reports microform Primary Prevention Practices Martin Bloom,1996-03-26 Intended for use by students in the helping professions as well as by practitioners and researchers in the field Primary Prevention Practices offers step by step procedures on how to use more than 50 techniques of prevention practice *Evidence-Based Interventions for Children with Challenging Behavior* Kathleen Hague Armstrong,Julia A. Ogg,Ashley N. Sundman-Wheat,Audra St. John Walsh,2013-08-04 When a child has difficulties eating or sleeping or throws frequent tantrums many parents cross their fingers and hope it s a phase to be outgrown soon But when they persist challenging behaviors can follow children to school contributing to academic problems social difficulties and further problems in adolescence and adulthood The authors of Evidence Based Interventions for Children with Challenging Behavior take a preventive approach in this concise well detailed guide Offering best practices from an extensive Response to Intervention RTI evidence base the book provides guidelines for recognizing the extent of feeding sleeping toileting aggression and other issues and supplies successful primary secondary and tertiary interventions with rationales Case examples integrate developmental theories and behavior principles into practice illustrate how strategies work and show how to ensure that parents and caregivers can implement them consistently for maximum effect Progress charts content questions and other helpful features make this an invaluable resource for students and professionals alike Included in the coverage The prevention model and problem solving Screening techniques Evidence based practices with children and their caregivers Behavior principles and their application Monitoring progress and evaluating outcomes Plus

helpful appendices resource links and other learning tools Evidence Based Interventions for Children with Challenging Behavior is an essential text for graduate students scientist practitioners professionals and researchers in child and school psychology assessment testing and evaluation occupational therapy family educational psychology and speech pathology You can access a class syllabus that works as a companion to this book at http://health.usf.edu/nocms/medicine/pediatrics/child_dev_neuro/babybehavior

Handbook of Pediatric Psychology in School Settings Ronald T. Brown, 2003-09-12 In recent years the escalating costs of health care have caused managed care programs to shift the delivery of pediatric psychological services away from specialized medical centers and into primary care and school settings One result has been a radical expansion of school psychology into issues of clinical intervention health promotion and the assessment of psychotropic medications School psychologists are now expected to either deliver or more likely to provide consultation regarding a wide variety of pediatric psychological services Because this is a recent phenomenon very few school based psychologists or allied health practitioners school counselors and social workers have received training in pediatric psychology The mission of this book is to provide them with a comprehensive and authoritative guide to their newly acquired responsibilities in such areas as psychotherapy psychopharmacology health promotion and prevention of disease This book is appropriate for anyone concerned with issues of pediatric psychology in school settings school psychologists pediatric psychologists clinical child psychologists as well as pediatricians and child psychiatrists

Innovative Mental Health Interventions for Children Steven I Pfeiffer, Linda A Reddy, 2014-01-27 Children and families are in increasing need of mental health services that are more effective and less costly Are you prepared to make this happen This vital book for clinical psychiatrists and trainers examines uniquely successful prevention programs addressing the most challenging mental health problems in children In it leading authorities in child and family mental health provide compelling descriptions of these model prevention programs which are clinically proven and cost effective Each chapter describes an internationally recognized program including program mission and goals key treatment ingredients logistical and operational considerations evaluation data and replicability transportability considerations With Programs That Work Innovative Mental Health Interventions for Children you will explore insightful expert examinations of an interpersonal cognitive problem solving program that can reduce and help prevent high risk behaviors in young children a video based program aimed at reducing substance abuse and behavioral problems in young adolescents the Teaching Family Model TFM which stresses the importance of a positive family environment for children and adolescents with emotional behavioral problems in residential treatment centers a set of school based intervention programs for parents teachers and children ages 3-10 which can help reduce or prevent conduct problems and drug abuse in children MST multisystemic therapy programs aimed at juvenile offenders and youths who abuse substances people who are not typically compliant with treatment programs the Anger Coping Program which can improve the social cognitive skills of aggressive children aggression replacement training which

combines skill streaming anger control and moral education to prevent aggression in adolescents multidimensional treatment foster care for adjudicated youth The programs and interventions you will find in Programs That Work Innovative Mental Health Interventions for Children address a great variety of serious emotional problems in children and adolescents and emphasize the importance of an ecological and multi systems approach to treatment Explore them and choose what will work best for the children and families in your community **Strengths-Based School Counseling** JohnP. Galassi,2017-07-05

Despite calls for a more preventive and developmental mode of functioning school counseling has tended to be driven by a reactive and sometimes crisis orientation Like social workers and school counseling and clinical psychologists school counselors typically function to alleviate deficits often in a small percentage of the students they serve Although this orientation has served school counselors well in many instances it is not empowering it does not serve all students and it does not replace those deficits with the type of positive characteristics and abilities that schools are attempting to develop This is the first book to provide a comprehensive look at the theory research and intervention strategies that comprise a strengths based developmental approach to school counseling In keeping with ASCA recommendations the Strengths Based School Counseling SBSC framework discusses academic personal social and career development outcomes for all students at the elementary middle and secondary school levels Other key features include integrative framework SBSC builds upon contemporary research from a variety of areas school counseling developmental psychology school psychology education positive psychology resiliency and social work evidence based interventions detailed examples of successful evidence based interventions and environments are presented at the elementary middle and high school levels for each major developmental area academic personal social and career identified in ASCA s National Model readability and pedagogy beautifully written the text includes lists of key points tables of student strengths illustrative examples and student exercises *Social and Emotional Prevention and Intervention Programming for Preschoolers* Susanne A. Denham,Rosemary Burton,2012-12-06

Social and Emotional Prevention and Intervention Programming for Preschoolers rests on the idea that young children under optimal circumstances develop substantial abilities in social and emotional domains by the time they enter school These abilities contribute to their success and well being during these early years but even more importantly to both their successful adaptation to school personal and academic and their long term mental health The chapters of this volume present theoretical foundations for and explanations of what important adults in young children s lives preschool teachers daycare providers parents can do to encourage the development of such social emotional abilities including promoting secure attachment relationships providing positive behavior guidance and assisting children in developing emotion knowledge emotion regulation social problem solving skills and other positive social behaviors In addition the book reviews the current state of early childhood programming in each of these crucial areas with the addition of a chapter on emergent parent programming on emotion coaching Recommendations are made for making such programming work for assessing individual

children's development and program efficacy and necessary future directions for this area are detailed Rutter's Child and Adolescent Psychiatry Sir Michael J. Rutter, Dorothy Bishop, Daniel S. Pine, Stephen Scott, Jim S. Stevenson, Eric A.

Taylor, Anita Thapar, 2011-08-24 Rutter's Child and Adolescent Psychiatry has become an established and accepted textbook of child psychiatry. Now completely revised and updated, the fifth edition provides a coherent appraisal of the current state of the field to help trainee and practising clinicians in their daily work. It is distinctive in being both interdisciplinary and international in its integration of science and clinical practice and in its practical discussion of how researchers and practitioners need to think about conflicting or uncertain findings. This new edition now offers an entirely new section on conceptual approaches and several new chapters including neurochemistry and basic pharmacology, brain imaging, health economics, psychopathology in refugees and asylum seekers, bipolar disorder, attachment disorders, statistical methods for clinicians. This leading textbook provides an accurate and comprehensive account of current knowledge through the integration of empirical findings with clinical experience and practice and is essential reading for professionals working in the field of child and adolescent mental health and clinicians working in general practice and community pediatric settings.

Effective Interventions for Children in Need Barbara Maughan, 2017-03-02 This book sets out the current state of knowledge about what works in reducing impairments to children's health and development. Little and Maughan's book applies a high standard of proof and reproduces only the work of the leading intervention scientists from around the world. After discussing the real world challenges to more effective children's services, the book goes on to cover policy and practice proven to change the lives of all children and extends also to effective programmes targeted at children with specific disorders. Examples include changes in household income, early years support, moving families to less disadvantaged communities, improving parenting and using schools to better mental health. The benefits of evidence-based programmes are specified as are the costs to society of not intervening. The evidence is used to make recommendations about getting effective policy and practice into routine use and includes illustrations of successful applications of these ideas.

Delinquency in Society Robert M. Regoli, John D. Hewitt, Matt DeLisi, 2009-08-18 *Crime Prevention* Stephen Schneider, 2014-12-16 In *Crime Prevention Theory and Practice* Second Edition, Dr Schneider has updated every chapter in this reliable text using the latest research, the most recently published articles and books, and feedback from professors and students using the first edition. Providing an introduction to dominant approaches, key concepts, theories, and research.

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