

Elaine Clanton Harpine

Group-Centered Prevention Programs for At-Risk Students

 Springer

Group Centered Prevention Programs For At Risk Students

KJ Lindholm-Leary



Group Centered Prevention Programs For At Risk Students:

Group-Centered Prevention Programs for At-Risk Students Elaine Clanton Harpine, 2010-11-09 School psychologists counselors and educators in the K 12 setting face the daunting responsibility of finding balance between mandated testing students mental health concerns and additional academic help for at risk students One solution to this dilemma is to implement a school based mental health approach that combines learning and counseling needs into a single program Several types of successful programs are available though week long intensive programs have recently increased in popularity Group Centered Prevention Programs for At Risk Students focuses on the development of such a week long prevention program and provides professionals with step by step directions to create their own program It also focuses on the use of group centered interventions as an opportunity to prevent at risk behaviors as a means of correcting or changing dysfunctional behavior This highly readable volume addresses such challenging issues as Using self reflection to teach writing skills Increasing interpersonal interaction while honing etiquette Enhancing group acceptance and reading comprehension Rebuilding self efficacy by increasing word recognition and decoding skills With its solid research foundation combined with clear practical program descriptions this volume is an essential addition to the libraries of researchers and practitioners alike in the disciplines of school psychology education social work psychotherapy and counseling and clinical child psychology

After-School Prevention Programs for At-Risk Students Elaine Clanton Harpine, 2013-06-12 After School Prevention Programs for At Risk Students offers professionals a detailed framework for developing and enhancing after school programs Emphasizing a prevention focus and a group centered interactive approach the book's year long model combines education and counseling incorporating key therapeutic objectives to foster academic and behavior skills and reduce problems in and outside class Practical step by step guidelines for creating and implementing programs include clear rationales instructive design and case examples and ready to use interventions The author also provides guidance on developmental gender and cultural considerations the challenges of maintaining progress over the course of the school year and the handling of severe learning and emotional problems Among the topics covered Organizing a group centered after school program Combining learning and counseling into one curriculum The role of motivation in an ongoing year long program Group process self efficacy cohesion applying the principles of change Interaction in a year long program Solving problems and conflicts After School Prevention Programs for At Risk Students is an essential reference for scientist practitioners clinicians and academics in such disciplines as school psychology childhood education social work psychotherapy and counseling and learning and instruction

Teaching At-Risk Students to Read Elaine Clanton Harpine, 2016-12-10 This Brief provides the theoretical foundation of the Camp Sharigan program while discussing its practical applications and summarizing research studies It addresses the question often raised in literature and in school based settings What is the most effective way to teach children to read Chapters explore a group centered approach to

correcting reading failure and offers research based field studies to demonstrate the success of the Camp Sharigan method The group centered theory combines learning and counseling into the same program to strengthen education and mental health In addition creative art therapy techniques are also explained and demonstrated Featured topics in this Brief include Vowel clustering and its use in improving phonemic awareness Why group centered prevention is better for teaching The importance of cohesion and cohesive learning in group centered prevention The use of individualized rotation to increase motivation and instruction in children who struggle to read Teaching At Risk Students to Read is as an essential resource for psychology and educational professionals as well as researchers and graduate students who are interested in improving teaching methods with at risk students reducing school dropout rates increasing intrinsic motivation for struggling readers changing to an effective method for teaching children to read improving student engagement and strengthening self regulated learning

Prevention Groups Elaine Clanton Harpine,2012-12-20 This fourth book in the Prevention Practice Kit introduces the topic of prevention groups and illustrates how to apply that definition to real world settings for counselors psychologists mental health workers and prevention specialists working with groups in schools hospitals community organizations and private practice Readers will find practical suggestions on how to design conduct and organize prevention groups such as psychoeducational groups group centered prevention groups and therapy prevention groups Examples from research along with case study examples help to illustrate important concepts in both theory and practice This book is part of the Prevention Practice Kit Action Guides for Mental Health a collection of eight books each authored by scholars in the specific field of prevention and edited by Dr Robert K Conyne and Dr Arthur M Horne The books in the collection conform to the editors outline to promote a consistent reading experience Designed to provide human services practitioners counselors psychologists social workers instructors and students with concrete direction for spreading and improving the practice of prevention the series provides thorough coverage of prevention application including a general overview of prevention best practices diversity and cultural relevance psychoeducational groups consultation program development and evaluation evidence base and public policy This book is endorsed by the Prevention Section of the Society of Counseling Psychology of the American Psychological Association Fifty percent of all royalties are donated to Division 17 of the APA

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After-School Programming and Intrinsic Motivation Elaine Clanton Harpine,2019-08-10 This book examines the eight year development of the Reading Orienteering Club after

school program showing how to develop test change and adapt an after school program to fit the needs of the children who attend It includes case studies and data reports for each year and presents the theory application and program evaluation steps that workers in the field or students learning about program design must follow Chapters present first person accounts as well as statistical evaluations of the effectiveness of the reading program with each group of children In addition chapters highlight the changes that were made in program design and why each change was implemented giving practitioners the insights needed to adapt interventions and strategies to their own programs The book concludes with recommendations from the authors on how to run a successful after school reading program Topics featured in this book include The effect of intrinsic motivation to mental wellness in the classroom The importance of oral reading in correcting reading failure Group center approaches to teaching reading in the classroom How to select the best evaluation tool The challenges of mixing inner city and rural students in a reading program After School Programming and Intrinsic Motivation is an essential reference for scientist practitioners clinicians researchers and graduate students in such disciplines as school psychology childhood education social work psychotherapy and counseling and learning and instruction

Service Learning in Higher Education Elaine Clanton Harpine,2024-02-27 This practical guide assists university faculty in developing and implementing service learning courses and projects across multiple disciplines It examines how embedding academic service learning projects into the core curricula benefits not only the students but also their universities and communities The book describes ways in which service learning becomes a powerful teaching method using step by step explanations real world examples and instructor checklists and handouts Chapters detail how to integrate academic service learning projects into classroom pedagogy and evaluate student experience Key areas of coverage include Strategies for ensuring that students engage with academic service learning projects from the initial stages through completion Guidance on embedding an academic service learning curriculum into traditional coursework to supplement students textbook knowledge and classroom experiences to address real world problems in the community Research confirming the ways in which students learn more and score higher on end of the semester tests when courses incorporate academic service learning projects Steps to incorporate service learning projects across various disciplines and coursework to enrich student learning and produce positive outcomes for universities and communities Service Learning in Higher Education is an essential resource for professors and graduate students as well as teachers and educational professionals in such varied fields as school and clinical child psychology educational psychology social work pedagogy educational practice and policy sociology anthropology and all related disciplines

Group-Centered Prevention in Mental Health Elaine Clanton Harpine,2015-07-21 This book presents the concept of group centered prevention and provides explanations and exercises for learning the method and teaching it to others Detailed studies offer evidence for the continuing importance of prevention in mental well being and distinguishes group centered prevention from other group interventions by its ability to resolve incipient mental health issues and

emotional problems Case examples with adults children couples and others demonstrate successful uses of group centered techniques as well as illustrate the problems that arise in group settings The book s ready to apply training exercises give prospective group leaders practice in starting new groups fostering cohesion integrating therapeutic factors into sessions and other core skills Featured topics include Group centered prevention in contrast with other group interventions Characteristics of effective leaders in group centered prevention Benefits of prevention groups as opposed to those gained in counseling and therapy Key constructs of self efficacy and intrinsic motivation in group centered prevention Stages of development in new groups Formats for developing training exercises Group Centered Prevention in Mental Health is an essential resource for scientist practitioners clinicians and researchers as well as graduate students in such disciplines as school psychology social work and public health Its educational uses span classroom workshop and training settings across the health and healing disciplines Polish Students and Alcohol Jacek Pyżalski,Natalia Walter,Agnieszka Cybal-Michalska,Mateusz Marciniak,Sylwia Jaskulska,2024-05-06 The authors present the issue of problematic alcohol drinking in the population of university students in the Polish context based on large scale N 4503 survey research The study starts with the description of methodology utilized in the study that was the basis of the publication sampling research questions and tools methodology of data gathering as well as the description of early adulthood developmental period and then moves to the background description of the social situation of Polish students The results of the study are presented and interpreted with subsequent order scale of alcohol consumption and alcohol related problems healthbehaviours and health status stress and depressive disorders selfesteem online activity social engagement and identity problem solving *Public Health Reports* ,1991

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