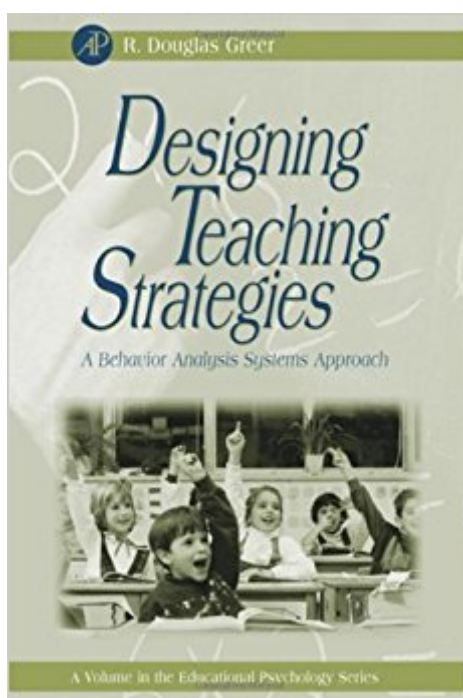


The book was found

Designing Teaching Strategies: An Applied Behavior Analysis Systems Approach (Educational Psychology)



Synopsis

The US Dept. of Education, in conjunction with the US Dept. of Health and Human Services, recently unveiled a \$50 million effort to expand research on early childhood cognitive development. A key issue identified requiring more information and research was the education and professional development of educators. Along these lines, Doug Greer has prepared a book discussing how best to teach, how to design functional curricula, and how to support teachers in using state-of-the-art science instruction materials. The book provides important information both to trainers of future teachers, current teachers, and to supervisors and policy makers in education. To trainers there is information on how to motivate, mentor, and instruct in-service teachers to use the best scientifically based teaching strategies and tactics. To in-service teachers, there is information on how to provide individualized instruction in classrooms with multiple learning and behavior problems, school interventions to help prevent vandalism and truancy, and how curricula and instruction can be designed to teach functional repertoires rather than inert ideas. To policy makers and supervisors, the book discusses how to determine the effectiveness of curricular initiatives toward meeting mandated standards in national assessments. Doug Greer was recently awarded the Fred S. Keller Award for Distinguished Contributions to Education by APA for the research and application of the material covered in this book. School programs incorporating the material used in this book have produced 4-7 times more learning outcomes for students than control and baseline educational programs (see www.cabas.com)

The book provides research-based and field-tested procedures for:

- * Teaching students of all ability levels ranging from preschool to secondary school*
- * How to teach special education students in the context of a regular classroom*
- * Best practices for all teachers to teach more effectively*
- * Means of monitoring and motivating teachers' practices *
- * A comprehensive and system-wide science of teachingâ •post modern-postmodern!*
- * Tested procedures that result in four to seven times more learning for all students*
- * Tested procedures for supervisors to use with teachers that result insignificant student learning*
- * Tested procedures for providing the highest accountability*
- * A systems approach for schooling problems that provide solutions rather than blame*
- * Parent approved and parent requested educational practices*
- * Means for psychologists to work with teachers and students to solve behavior and learning problems*
- * A comprehensive systems science of schooling*
- * An advanced and sophisticated science of pedagogy and curriculum design*
- * Students who are not being served with traditional education can meet or exceed the performance of their more fortunate peers,*
- * Supervisors can mentor teachers and therapists to provide state of the science instruction*
- * Parent education can create a professional setting for parents, educators, and therapists to work together in the best interests of the student,*

Teachers and supervisors who measure as they teach produce significantly better outcomes for students,* Systemic solutions to instructional and behavioral problems involving teachers, parents, supervisors provide means to pursue problems to their solution,* A science of teaching, as opposed to an art of teaching, can provide an educational system that treats the students and the parents as the clients.

Book Information

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Customer Reviews

And then there?... was

Designing Teaching Strategies: A Behavior Analysis Systems Approach is the first advanced text covering teaching and supervision as applied behavior analysis. The book describes a systems science of schooling based on 65 years of basic and applied research. The procedures covered in the book are currently in use in the United States, Ireland, England, and Italy in schools that apply comprehensive Applications of Behavior Analysis to Schooling (CABAS). Children in schools that use procedures presented in the book have been found to learn four to seven times more than they did under control conditions. Psychologists and educators will find procedures that allow them to get to the root of aberrant behavior in the classroom, using a systems approach that draws on all the players in the student's world, including teachers, parents, supervisors, administrators, and university professors. At a time when the demand for behavior analytic teachers and therapist exceeds the supply, Designing Teaching Strategies provides a blueprint to train and ensure quality

applications of behavior analysis in education and child therapy settings.

Essential and required in various classes, but also practical and a great resource book out of class. Well researched and written.

I needed this book for a class that I was taking. The bookstore at my university ran out of the book. So I ordered it on . The book was cheaper on . I wished that I had order all my books at .

This text explains EXACTLY how to make the everyday practice of teaching with ABA work BEYOND the one-to-one home program for a single student. It is the most comprehensive extension of "what to do and how to do it" since Cooper, Heron, & Heward's "Applied Behavior Analysis." What Dr. Greer dubs the "ABA Systems Approach" springs from the university informing comprehensive application of behavior analysis to schooling settings (CABAS schools). However, the text can also stand independent of that special environment; and its contents are immediately applicable to individual practitioners in home and community settings. Chapters summarize advances in practice and current research in verbal behavior; creating literacy and mathematics curricula for students who need ABA methodology to learn; and how to supervise other professionals in advancing their ABA and research skills. Especially useful are tables that translate students' performance trouble into potential repertoires that may not be fully taught or reinforcement contingencies that may be lacking; and team actions that would remedy those problems.

Book is very densely written! Provides good material for classroom teachers however it is not easy to follow. More examples would be appreciated. Helps it's being used in my doc. program where the instructor can further explain the concepts.

SMART! Nicely written and very clear language. Public school systems could learn a lot from this book!

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