

## Cognitive-Behavioral Psychology in the Schools: A Comprehensive Handbook



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Although behaviorism made a major contribution to educational practice and created opportunities for psychologists in schools, behavioral techniques have mostly been applied in areas peripheral to teaching children new problem-solving or content mastery skills. The application of recent developments in cognitive psychology and cognitive-behavioral therapy in educational settings has also remained more a promise than a reality. COGNITIVE-BEHAVIORAL PSYCHOLOGY IN THE SCHOOLS argues persuasively that cognitive psychology has much to offer in the educational setting including an expanded role for school psychologists, beyond classroom management and psychoeducational assessment. Toward this end, this volume provides a unifying theoretical framework for applying new developments to the delivery of school psychological and educational services.

To facilitate the integration of cognitive-behavioral theories into educational practice, the bulk of the book is organized according to the three primary levels of service offered by school psychologists: assessment, teaching and direct intervention, and indirect intervention. An opening section provides the historical and conceptual context.

Reflecting the competence orientation of cognitive-behavioral management, individual chapters in this volume explore different aspects of competence--academic, personal, and social--and present a variety of techniques for instilling self control and problem-solving strategies.

Beginning with assessment issues, the book moves to the specific application of cognitive-behavioral methods to reading, spelling, math, and writing instruction. There are chapters focusing on the use of CBM for social and emotional problems, with hyperactive and impulsive children, and children with handicaps and learning disabilities. The final chapters address the prevention of mental health problems in schools and the need for system-wide changes in the schools. The volume also provides a critical review of the theoretical and empirical bases for suggested applications. Limitations of applications are noted, and areas for future research are delineated.

COGNITIVE-BEHAVIORAL PSYCHOLOGY IN THE SCHOOLS is targeted at school psychologists, child clinical psychologists, and special educators. The book would also be an appropriate text for graduate courses in assessment, child behavior therapy and counseling, and special education instructional methods. The material gathered here will challenge researchers and those involved with teacher education.

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