

# **EDUCATIONAL SYSTEMS FOR DISRUPTIVE ADOLESCENTS**

Keith J. Topping

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THE ADOLESCENT



# Educational Systems For Disruptive Adolescents

**CO Houle**



## **Educational Systems For Disruptive Adolescents:**

Educational Systems for Disruptive Adolescents Keith J. Topping, 2022-12-29 In the early 1980s concern about disruptive behaviour in secondary schools had grown being variously regarded as a symptom of a decaying society or as a failure on the teachers part One response was to throw money at the problem and various different kinds of special schools and units had been devised to deal with disruptive adolescent pupils Yet there was little systematic evaluation of the different options particularly in terms of cost effectiveness Originally published in 1983 this book reviews all the available research on 21 alternative systems for the education of disruptive adolescents at the time These range from the highly expensive residential special schools to on site adaptations which involve no extra cost Most are based on developments in Britain and the United States and the author concludes in favour of many of the less sophisticated systems This book will be interesting historical reading for workers and students in educational psychology special education and educational policy *Effective Schools for Disaffected Students* Paul Cooper, 2002-03-11 Disaffected pupils respond well in circumstances where they feel secure where they have a sense of being valued and respected and where they perceive there to be opportunities for them to succeed *Effective Schools for Disaffected Students* offers insights into how these outcomes might be achieved in both mainstream and segregated settings The investigation is based on the views of pupils who have been excluded from mainstream schools for pupils with emotional and behavioural difficulties The author relates the pupils experiences of the different types of school to research in the area of school effectiveness He offers some practical guidelines on ways in which teachers and managers can work towards reducing disaffection in schools within the real life contexts in which they occur The book will appeal to anybody whose concerns are with the everyday realities of schooling **New Directions in Educational Psychology** Nigel Hastings, Josh Schwieso, 2013-10-18 First published in 1987 Teachers throughout the Western world identify motivating pupils and coping with classroom disruption as being among their main concerns The close links between these two crucial aspects of classroom life are only now beginning to be fully understood This book provides a selection of papers nearly all of which have been specially commissioned for this volume on these two closely related topics Whilst many factors both inside and outside of the school contribute to pupils behaviour and motivation in the classroom the articles included in this collection are concerned exclusively with in school factors over which classroom teachers and schools have potentially the greatest influence In this way the volume presents in a form accessible to teachers on initial or in service training courses some of the most useful and interesting recent developments in educational psychology for today s classroom Disaffection From School (RLE Edu M) David Hargreaves, Stephen Hester, Frank Mellor, 2012-05-04 A large number of pupils are or are liable to become disaffected with their schooling In this comprehensive account of the problem Ken Reid suggests that school can and should do much more to prevent and overcome disaffected behaviour as manifested by such factors as absenteeism disruption and underachievement The book covers

disruptive behaviour in its broader context and examines the search for an explanation within schools themselves. Formal and multidisciplinary approaches to the problem are also fully treated. The author has drawn on his considerable school and research experience and the book is well illustrated with examples and case histories. Ken Reid argues that questions about attitudes and approaches in teaching and in pastoral care provoke a continued challenge and stresses that if such questions are not faced squarely the long term prognosis for secondary education in Britain may be bleak. Teachers in training and all those involved in the education and welfare of difficult or disadvantaged children especially teachers, heads and social workers will find *Disaffection from School* both challenging in its analysis and helpful in its suggestions. **The Routledge**

**International Companion to Emotional and Behavioural Difficulties** Ted Cole, Harry Daniels, John Visser, 2012-10-12

Responding to disruptive or troubled pupils with emotional and behavioural difficulties (EBD) remains a highly topical issue. The challenges these children present relate to wider issues of continuing political concern: the perceived declining discipline in schools, school and social exclusion, the limits to inclusion for children with special needs, increasing mental health difficulties in children, youth crime and parenting skills. It is little wonder that the EBD, often known as BESD or SEBD, category is one of the most common forms of SEN around the world. This topical and exhaustively researched Companion examines the difficulties of defining EBD and the dangers of allocating this imprecise label to children. Bringing together the work of contributors from fifteen countries and across four continents, this book features the research of leading experts in the global field of EBD who discuss and debate educators' key concerns by looking at the overlaps between EBD, ADHD and mental health difficulties, outlining the types of appropriate schooling for children with EBD, urging readers to look beyond pupils' challenging behaviour in order to understand and respond to the social, biological and psychological causation, considering the key areas of assessment, whole school and targeted approaches that help pupils with EBD in mainstream and in special settings, outlining helpful work with families, the crucial contribution of effective multi-agency working and the importance of supporting and developing teachers who work with challenging pupils. Containing contrasting views on controversial topics, this Companion's approachable style makes it an essential reference book for academics, policy makers, practitioners, educators and students who are working towards a higher degree in education.

*You Know the Fair Rule* eBook Bill Rogers, 2012-08-07

*You Know the Fair Rule* is a comprehensive practical and realistic guide to effective practice. The skills and approaches outlined are derived from Roger's work in schools as a consultant and from his mentor teaching in challenging schools. This is a major revision of the second edition and covers establishing classes effectively and positive discipline practice in the classroom, working with children with behavioural disorders, developing individual behaviour plans, managing anger and conflict, working with the challenging and hard to manage classes, effective colleague support. Bill Rogers is undoubtedly the international guru of behaviour management. Although based in Australia, he spends at least 3 months of the year in the UK running workshops and training for schools and universities. Resources in Education, 1994

**Changing Theories And Practices Of Discipline** Roger Slee, 2020-04-03 Behaviour problems in our schools occupy a considerable part of the education agenda and media attention. The major thrust of the literature has been on the provision of new classroom management approaches. Too often these packages are inappropriate to the specific context of the school and its pupils. There are no quick fix solutions. In this book Slee proposes a critical re-examination of the school discipline issue. In doing so he provides an overview of policy change, an examination of the major schools of thought on student discipline, a reconsideration of the context in which young people teachers and schools now find themselves and practical responses for addressing all levels of discipline policy making.

**Policies for Diversity in Education** Tony Booth, Mary Masterson, Patricia Potts, Will Swann, 2013-09-27 The emphasis in this book shifts to the coordination of practice into schools, regional and national policies and the power and interest groups concerned with educational difficulties and disability. In the opening section the authors review the location of power in the systems, the impact of Local Management of Schools, case studies of Union policy, the National Curriculum Council and voluntary societies. They then look at one threatened element of the power structure, the local education authorities. They examine the features of local authority policy and attempt to systematise local policy. The experience of families is examined in their relationships with professionals, particularly during the preparation of Statements of Special Educational Need. This is followed by sections on services for under-fives, integrating education and the authors provide examples of changing school policies and the practices that have arisen from them supporting the learning of all pupils in primary and secondary schools, changing the role of special schools, ensuring that girls and boys are provided with equal opportunities, writing a development plan and the experience of a teacher with a disability. They then examine policies and practices in education after school and finish with theories of integration and disability.

**Special Kids for Special Treatment?** Helen Phtiaka, 2018-09-03 First published in 1997. This book compares and contrasts the experiences of deviant pupils in a mainstream school with that of those in a special unit for pupils with behavioural problems. The author's aims are to i) evaluate the differences between the behaviour of deviant boys and girls within the mainstream education system with those without and ii) justify the criteria for transferring deviant pupils to special units. Her research shows that there is no uniformity in the deviant behaviour of pupils in either situation. In fact there are more similarities in the behaviour of pupils across the dividing line than pupils in the same institution. Such findings raise questions about the apparent arbitrary nature of some transferral decisions and in the longer term the whole logic of separate schooling for pupils who are considered by some to be a problem. At a time when market forces and competition have distracted the schools' attention away from the needs of the individual pupil, this book stresses the need for changes at all levels which will make school relevant to the lives of all pupils.

**Effective Practice in Youth Justice** Martin Stephenson, Henri Giller, Sally Brown, 2013-05-13 Youth justice has become an increasingly important part of the criminal justice system and has faced a wide range of challenges in the last few years. Practice within the youth justice system has become increasingly

professionalized with important roles being played locally by Youth Offending Teams and custodial establishments and centrally by the Youth Justice Board YJB Key to the professionalisation of the workforce has been the YJB s Effective Practice Strategy and associated HR and Learning strategy that seeks to enable youth offending services and individual practitioners within them to work in ways that are evidence based and informed by the most reliable and up to date research This book is an amalgamation significant update and revision of a series of Readers in the key areas of effective practice identified by the YJB It draws together the best available research in each of eleven key areas of practice considers the principles of effective practice as they relate to those areas and identifies the challenges for those working in the youth justice system The book is an essential resource for people working within the youth justice system those training to work in youth justice and students taking courses in youth justice as part of criminology or criminal justice degrees Providing a comprehensive and up to date review of research and the implications for practice it is designed to meet the needs of students taking YJB sponsored courses with the Open University in particular K208 the Professional Certificate in Effective Practice which forms part of a wider Foundation Degree Young People and Offending Martin Stephenson,2006-11 This book seeks to explore the full extent of the implications of the relationship between education and youth crime in terms of social policy and public opinion It will be essential reading for youth justice practitioners as well as students taking courses on youth crime and youth justice or on youth justice or probation training courses School Management and Pupil Behaviour Neville Jones,1989 The book provides a variety of analyses and a range of advice on the wider issue of the effectiveness of education It is felt that the most significant ways in which to improve pupil behaviour may well be through a fresh approach to styles of teaching and learning

**Impact and Role of Digital Technologies in Adolescent Lives** Malik, Shaveta,Bansal, Rohit,Tyagi, Amit Kumar,2021-11-26 Digital technology covers digital information in every form The world lives in an information age in which massive amounts of data are being produced to improve our daily lives This intelligent digital network incorporates interconnected people robots gadgets content and services all determined by digital transformation The role of digital technologies in children s adolescent s and young adult s lives is significantly increasing across the world New and emerging devices and services promise to make their lives easier as they create new ways of connecting creating and relaxing They also promise to support learning at home and school by enabling ready access to information and new and exciting pathways for young people to follow their interests Yet alongside these conveniences come trade offs with implications for privacy safety health and well being Impact and Role of Digital Technologies in Adolescent Lives provides a deeper understanding of how digital technologies impact the lives of children adolescents and young adults this includes the navigation of developmental tasks and the issues faced when utilizing these technologies Covering topics such as adolescent stress cyberbullying intellectual disabilities mental health obesity social media and mindfulness practices this text is essential for sociologists psychologists media analysts technologists academicians researchers students non government and government

organizations and professors      Cross-Curricular Primary Practice Dr Rosemary Webb, Rosemary Webb, 2002-11-01 This text discusses the theory and practice of several important areas of cross curricular work in primary schools It uses the National Curriculum Council's categories of themes skills and dimensions to examine what is involved in such practice and to consider its current status in schools and future possibilities Providing practical suggestions for more well established areas such as environmental studies it also examines topical but under represented themes skills and dimensions such as media education pupil self assessment and discipline The authors argue that cross curricular practice both contributes to National Curriculum requirements and gives these requirements overall coherence Cross curricular practice also enables children to develop the knowledge skills and concepts that are of value in coping with and enjoying the complexities of the 21st century Suggestions are provided on how to provide leadership and stimulate staff interest in these areas by reviewing existing policies teaching and resources      **Handbook of Educational Ideas and Practices (Routledge Revivals)** Noel Entwistle, 2015-08-11 First published in 1990 the Handbook of Educational Ideas and Practices was written for practitioners and students in the field of education and its related services and was designed to appeal to educationists no matter what their nationality Focusing mainly on compulsory schooling it provides summaries of the thinking research findings and innovative practices current at the time However the book is also careful to present a complete picture of education and therefore includes a separate section for education beyond school which covers pre school level post secondary level and adult and continuing education There are also other chapters dealing with aspects of organization curriculum and teaching in various forms of tertiary education Indeed each topic has been discussed by an acknowledged expert writing in sufficient detail in order to resist trivialization      Problems of Adolescence in the Secondary School Geoff Lindsay, 2018-04-17 Published in 1983 Adolescence is a period of change for all and turmoil for some Many adolescents have problems which are easily identified but for others the problems are more subtle There is an interaction between their own difficulties and the systems of home school and their own society In this case problems which are very real are more difficult to define and to deal with This book aims to help teachers to recognise and understand the common problems of adolescents as they are relevant to their schooling In addition suggestions are made to help both teachers and adolescents overcome these difficulties Besides the more immediately obvious issues of learning and behaviour there is also discussion of sexual behaviour vandalism and substance abuse Throughout the book the common theme is that all problem behaviour must be understood and acted upon within a context and not regarded as examples of individual delinquency Finally the implications of the 1981 Education Act and its impact on teachers is considered Under this law a much wider range of young people will be deemed to have special educational needs Consequently all teachers of adolescents will need to be aware of the issues raised and discussed in this book      **Sexual Bullying** Neil Duncan, 2012-10-12 Bullying is one of the most destructive but common social practices that young people experience in schools and one of the most difficult for teachers to manage successfully Sexual bullying is even more difficult

to deal with Most adults can recall the important part sexual reputation played in the hierarchies of peer group popularity during secondary schooling The significance of this formative period of our sexual identities seems obvious but is largely ignored by education policy makers and rarely appears in staff training programmes This book draws together a number of theories on gender adolescent behaviour and schooling to examine social interactions in four comprehensive schools The original research underpinning this book comprises of group and individual interviews with the pupils case studies and classroom practitioner observations over a seven year period This book will stimulate interest amongst all concerned with pupil welfare and social change

EBOOK: Teachers, Parents and Classroom Behaviour Andy Miller, 2003-10-16 Andy Miller's Teachers Parents and Classroom Behaviour is the most useful insightful and coherent account of understanding and managing behaviour in schools that I have read It is also superbly written making it a pleasure to read if you buy only one book this year then it should be this one Educational Psychology in Practice This elegantly crafted book contains thought provoking implications for all branches of applied psychology as well as educationists and policy makers With an increasing focus in education on evidence based practice this book will be a valuable resource for practicing and trainee teachers and educational psychologists It offers an extremely timely contribution to current developments in education The Psychologist I found the book fascinating and it has led me to think differently in a variety of situations It has also impacted my views on the school ethos and teacher relationships I will be recommending this book to members of the senior management team and staff who work with pupils with behavioural problems Young Minds Magazine 68 2004 The behaviour of students in schools is a matter of great concern Legislation media coverage and test cases are flooding into the public consciousness at an increasing pace The relative responsibility of teachers and parents is a particularly prominent and contentious issue This book examines the reasons why strong statements of mutual recrimination and blame often occur in this area before looking at policies and practices which are co operative preventive and proactive in nature But this is not solely another book of tips and techniques In addition to describing strategies with a proven evidence base it also demonstrates within a coherent framework how and why these approaches achieve their aims This book provides an in depth understanding of key psychological factors for those in schools struggling in this vexed and pressing area and for that widening group of professionals charged with working in partnership to bring about demonstrable change

*Behaviour Problems in Schools* Peter Mortimore, Jean Davies, Andreas Varlaam, Anne West, 2018-03-29 Published in 1983 One response to the recent concern about pupil discipline in schools has been the creation of support centres off site special units to which disruptive pupils are sent for varying periods of time for education and supervision The Inner London Education Authority had a substantial network of such centres Yet the concept of these units has aroused some criticism they have been labelled as sin bins and as dumping grounds for adolescents This book is based on major research conducted by the ILEA over a number of years and provides the only substantial evaluation of support centres Data are presented on pupil characteristics and attainment on



how the centres operate and on the views of the staff in centres and in referring schools It concludes with an evaluation of support centres highlighting a range of innovative approaches to the management of disruptive behaviour The authors warn of the dangers of developing a separate system for disruptive pupils but conclude that some form of alternative provision is needed for the foreseeable future

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