Behavior Modification in Mental Retardation - William G. Gardner - 1977

In this important book, one of the most exciting and promising developments in clinical psychology-behavior modification is applied to the treatment of the mentally retarded, particularly those whose behavior poses difficult problems for institutions. Professor Gardner presents an easily intelligible yet detailed account of the concepts and practices of behavior modification, and furnishes an instructive selection of various clinical illustrations of applying specific techniques to various educational and rehabilitation problems. A thorough discussion of the inadequacies of the psychological evaluation systems normally used in education and rehabilitation is offered, along with an alternative behavior analysis approach that provides a method of translating evaluation data into treatment practices. In explaining behavior analysis, the author takes into account the limited behavioral repertoire of the retarded and environmental deficits. Individual chapters on respondent, operant, and observational learning, and a detailed discussion of a functional analysis approach to evaluation, are included. Proven behavior modification strategies are presented along with a review of related research and clinical studies. The book closes with a detailed description of a research program for the design and testing of sheltered workshop systems for the retarded and emotionally disturbed. The positive approach inherent in the belief that behavior is modifiable-even in the severely limited retarded-is in marked contrast to the pessimism of other systems of therapy, education, and training. Also, the author has concentrated throughout on making the book understandable to clinicians and students with no previous knowledge of behavior modification. Besides serving as a valuable handbook for all treatment personnel, the book can also be used as a basic text for various courses dealing with mental retardation.

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International Handbook of Behavior Modification and Therapy - Alan S. Bellack - 2012-12-06

The rapid growth of behavior therapy since the 1960s has been well documented. Yet the current expansion of the field has been so great that it deserves to be reconceived. We all received our graduate training in the mid to late 1960s. Courses in behavior therapy were then a rarity. Behavioral training was based more on informal tutorials than on systematic programs of study. The behavioral literature was so circumscribed that it could be easily mastered in a few months of study. A mere handful or two of books (by Wolpe, Lazarus, Eysenck, Ulmann, and Kraemer) were the only comprehensive behavioral psychological texts in the mid-1950s. Seminal works by Wolpe and Azrin, Bandura, Franks, and Kanfer in 1960 and 1962 made it only slightly more difficult to survey the field. As Behaviour Research and Therapy and the Journal of Applied Behavior Analysis were the only regular outlets for behavioral articles until the end of the 1960s, Psychonomic and Psychological Bulletin and Review were the only journals for behavior therapy until 1967. One of us did a quick survey of his bookshelves and stopped counting books with behavior or behavioral in the titles when he reached 100. There were at least half as many new books as many old books without these words in the titles.

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International Review of Research in Mental Retardation - 1986-12-06

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Mental Retardation and Mental Health - Jack A. Stark - 2012-12-06

In late 1985, the President’s Committee on Mental Retardation (PCMR) sponsored a National Conference on Mental Retardation and Mental Health. In Washington, D.C., 600 of us gathered to debate the issues that concern us: the causes, the states of the art relative to the diagnosis, care, and treatment of citizens with mental retardation/mental illness, as well as to chart a national course for the support and integration of citizens with these challenging needs into the confusing network of family and community life. The President’s Committee on Mental Retardation recognized that the members of this committee constituted the most comprehensive, at times, fragmented segments of the population. With this in mind, the PCMR called together governmental, mental, and parental representatives from across the nation to define the nature and extent of the problem, programs, and services that promise hope for substantive improvement in the quality of life of citizens with mental retardation/mental illness.

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A Curriculum in Mental Retardation and Behavior Modification Principles for the Training of Nursing Students in Venezuela - Belkys J. Silva - 1983

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Mental Retardation & Developmental Disabilities Abstracts - 1975

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Treatment Issues and Innovations in Mental Retardation - Johny L. Matson - 1983-01-31

This document details several areas of mental retardation, including the development of the domain of the diachronic intellectuelle, in decrie the diverse strategies d’intervention, the traitements et les nouvelles approches pour aider la personne ayant une déficience intellectuelle dans son développement. Il est alors question des concepts théoriques et philosophiques entourant les attitudes face aux personnes ayant une déficience intellectuelle, de la mise en place d’une approche stratégies d’intervention, les traitements et les nouvelles approches pour aider la personne ayant une déficience intellectuelle dans son développement. Il est alors question des concepts théoriques et philosophiques entourant les attitudes face aux personnes ayant une déficience intellectuelle, de la mise en place d’une approche stratégies d’intervention, les traitements et les nouvelles approches pour aider la personne ayant une déficience intellectuelle dans son développement. Il est alors question des concepts théoriques et philosophiques entourant les attitudes face aux personnes ayant une déficience intellectuelle.
The Handbook of Crisis Intervention and Developmental Disabilities synthesizes a substantive range of evidence-based research on clinical treatments as well as organizational processes and policy. This comprehensive resource examines the concept of behavioral crisis in children and adults with special needs and provides a data-rich trove of research into-practice findings. Emphasizing continuum-of-care options and evidence-based best practices, the volume examines crisis interventions across diverse treatment settings, including public and private schools, nonacademic residential settings as well as outpatient and home-based programs. Key coverage includes: Assessment of problem behaviors. Co-occurring psychiatric disorders in individuals with intellectual disabilities. Family members’ involvement in prevention and intervention. Intensive treatment in pediatric feeding disorders. Therapeutic restraint and protective holding. Effective evaluation of psychotropic drug effects. The Handbook of Crisis Intervention and Developmental Disabilities is a must-have resource for researchers, scientist-practitioners, and graduate students in clinical child, school, developmental, and counseling psychology; clinical social work; behavior therapy/analysis, and special education as well as other related professionals working across a continuum of service delivery settings.

Handbook of Mental Retardation and Developmental Disabilities - Derek C. Reed - 2013-04-05

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Effects of Punishment on Human Behavior - Saul Asdurl - 2013-10-22

The Effects of Punishment on Human Behavior is a collection of essays that discusses the procedural and ethical issues of the use of electric shock as a treatment for severe behavior problems. The book presents the different types of extraneous aversive and undesirable side effects of punishment. It demonstrates the effectiveness of punishment procedures. The text describes the various aspects of punishment, as applied to human beings. It discusses the ethical and legal issues that challenge the use of punishment. Another topic of interest is the salient characteristics and influences affecting the success of overcorrection. The section that follows describes the types of punishment. The text also provides a conceptual and methodological analysis of a technique called “timeout.” The book will provide valuable insights for psychologists, teachers, students, and researchers in the field of behavioral science.

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