



Emerging School-Based Approaches for Children With Emotional and Behavioral Problems: Research and Practice in Service Integration

C Michael Nelson, Robert J Illback

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It is becoming recognized that the multiple and complex problems of children with emotional and behavioral problems and their families exceed the capacity of any single service system. Emerging School-Based Approaches for Children With Emotional and Behavioral Problems presents educators and social service practitioners with innovative programs and practices for these children while in school with emphasis on inter-service collaboration. The book fulfills a growing need for an organized discussion of how the integrated service paradigm can be applied in the context of school settings. Special consideration is given to the issues and problems that are idiosyncratic to schools as institutions. Emerging School-Based Approaches for Children With Emotional and Behavioral Problems shows school administrators, teachers, and child service providers conceptual, practice, and research aspects of integrated service programs in school settings. Professionals gain insight for planning organizational change as prominent experts and practitioners share their work across a range of issues and geographic sites. They explore these topics:

- systems of care for children and families
 - schools as health delivery sites
 - parent involvement for students with emotional and behavioral disorders
 - program planning and evaluation
 - planned organizational change
- Chapters provide readers with general information about the features of an integrated approach, provide practical examples of exemplary programs, and consider organizational change issues that can facilitate or impede movement toward a more collaborative approach. Programs presented focus on the development of more broad-based community services, less restrictive child placement, prevention of hospitalization and out-of-home placement, interagency collaboration, flexible and individualized services, and cost containment and efficiency. The integrated service movement in children's services holds much promise as a means to create more comprehensive and coordinated school-based systems of care for children and families. Special education teachers and administrators, school and child clinical psychologists, and school counselors will find Emerging School-Based Approaches for Children With Emotional and Behavioral Problems fundamental to their understanding of the integrated systems approach and a helpful guide as they undergo their own organizational changes.

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