

Choice Theory Classroom Management

"The purpose of the study was to investigate whether secondary school teachers used Glasser's choice theory in classroom management and how it was operationalized and/or to describe the alternative approaches they may be taking to classroom management. The study was a qualitative case study of five highschool teachers. Methods included semi-structured interviews and fieldnotes. The study explored the perceptions of five highschool teachers regarding the efficacy of Glasser's (1998a) choice theory in terms of their classroom management strategies and personal responsibility. According to Glasser, individuals achieve responsible behaviour when they attempt to satisfy their own needs without depriving other people of the same opportunity. Morrish believes it is time to turn our backs on "popular" discipline. He recommends an end to negotiating with children and a return to a model of child-rearing where parents and teachers make the decisions.

A handbook to accompany Robert J. Marzano's "Classroom Management That Works" offers ways to implement the research-based classroom management practices to support higher student achievement. The time has come for teachers to learn a different style of classroom management. They can no longer rely on old strategies of anger and intimidation.

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Discipline Without Anger shows teachers how to successfully manage their classes so that they can be free to teach without having to become bullies to keep order.

12 Keys for Raising Responsible Children

Beyond Discipline

Comprehensive Behavior Management

The Leader in Me

A New Approach to Discipline

Managing the Classroom Environment

How Teachers and Parents Promote Responsibility & Learning

Praise for the First Edition: "Bill Rogers has an entertaining style and communicates his ideas in a way that will be easily accessible to teachers."

—Behaviour UK "This is an extremely readable book on children's behavior and the management of behavior in a classroom and school context.

Provides a useful guide to developing a whole-school approach to positive behavior." —Amazon

Review In this revised and updated edition of the bestseller, the author draws on his extensive

experience as an educational consultant and trainer to help teachers and managers develop a whole-

school strategy for dealing with student behavior. In a distinctive accessible and entertaining style, the

book offers practical suggestions to support teachers as they face the pressures of accountability,

assessment and rising concerns about student

behavior. This resource covers: Positive discipline

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and the importance of consistency Specific skills in the language of discipline, both verbal and non-verbal Techniques for managing bullying, aggression, rudeness, and violence Methods to use with behaviorally disordered students The 4Rs--rights, rules, responsibilities, and routines Behavioral consequences including 'time-out' Behavior agreements or 'contracts' Playground management Setting up a behavior management plan and expressing it in policy This book helps strengthen a school's capacity to work as a cohesive, cooperative unit linked with parents and the community to manage behavior successfully. This exciting new edition of the best-selling and beloved teacher's companion looks at the everyday behaviour issues facing teachers working in today's classrooms. Describing real situations and dilemmas, Bill Rogers provides theoretically sound strategies and best practices to support you in meeting the challenges of the job, as well as building up a rapport with both students and colleagues to enable positive and productive learning environments. Written jargon-free in Bill's accessible and empathetic voice it includes in-depth strategies, practical examples, case studies and pragmatic hints and tips to put in to practice. This will make for informative and inspiring reading to all those involved in educating our children and young people. The new edition has been revised and updated and

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now also includes access to an interactive website packed with a host of extra material to take you further. Visit <https://study.sagepub.com/rogers4e> to access: Videos of Bill demonstrating his behaviour strategies in real classroom settings Podcasts where Bill explains his ideas and ethos in more detail as well as answering teachers' FAQs Extra reading material for even more support on difficult subjects Behaviour Management Tool Templates to use with students in the everyday classroom Role-play scenario cards to help understand and prepare for challenging situations "We often think of behaviour management in terms of dealing with challenging behaviour, but Dr Rogers begins by looking at classroom organisation and whole-class strategies. Alongside the theory, he provides examples that create a much deeper understanding of exactly what works and what doesn't." - Special magazine BILL ROGERS IN THE UK! Dr Bill Rogers will be lecturing in the UK and for schools, authorities and universities this autumn 2017, mid-September to mid-December. For details of events, or to book Bill in to do training for your organization, please contact Lora Rogers at lrrogers07@gmail.com See his website for further information <http://www.billrogers.com.au> "This should be required reading by every school administrator, every teacher, every board member and all university faculty involved in the training of teachers. There is no doubt that we need to squeeze

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all blame, all coercion and all criticism out of any people-related business. Not until we realize that schools are in a people business will we ever be able to make meaningful changes." --Dr. Albert Mamary, former superintendent of schools, Johnson City, New York

Choice Theory A New Psychology of Personal Freedom Harper Collins

Science Education in Theory and Practice

Choice Theory in the Classroom

Activating the Desire to Learn

Giving Students what They Need and Getting what You Want

A Professional Decision-Making Model

A Handbook for Classroom Management that Works Amigos Del Otro Lado

Comprehensive Behavior Management: Schoolwide, Classroom, and Individualized Approaches supports teachers in preventing management problems and responding to unwanted behavior when it occurs in classrooms. The text offers a comprehensive presentation of three levels of behavior management strategies: individual, classroom, and schoolwide, all three of which contribute to a positive learning environment. A social learning emphasis in which human behavior is viewed within an ecological framework is integrated throughout the text. Application of this information is supported by a range of pedagogical devices such as vignettes, examples, strategies, and activities to show teachers how to manage behavior effectively. The analysis and applications in this text cover both general education

and special education strategies.

*What is most remarkable about the assortment of discipline programs on the market today is the number of fundamental assumptions they seem to share. Some may advocate the use of carrots rather than sticks; some may refer to punishments as "logical consequences." But virtually all take for granted that the teacher must be in control of the classroom, and that what we need are strategies to get students to comply with the adult's expectations. Alfie Kohn challenged these widely accepted premises, and with them the very idea of classroom "management," when the original edition of *Beyond Discipline* was published in 1996. Since then, his path-breaking book has invited hundreds of thousands of educators to question the assumption that problems in the classroom are always the fault of students who don't do what they're told; instead, it may be necessary to reconsider what it is that they've been told to do--or to learn. Kohn shows how a fundamentally cynical view of children underlies the belief that we must tell them exactly how we expect them to behave and then offer "positive reinforcement" when they obey. Just as memorizing someone else's right answers fails to promote students' intellectual development, so does complying with someone else's expectations for how to act fail to help students develop socially or morally. Kohn contrasts the idea of discipline, in which things are done to students to control their behavior, with an approach in which we work with students to create caring communities where decisions are made together. *Beyond Discipline* has earned the status of an education classic, a vital alternative to all the traditional manuals that consist of techniques for imposing control. For this 10th anniversary edition, Kohn adds a new afterword*

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that expands on the book's central themes and responds to questions from readers. Packed with stories from real classrooms around the country, seasoned with humor and grounded in a vision as practical as it is optimistic, Beyond Discipline shows how students are most likely to flourish in schools that have moved toward collaborative problem solving--and beyond discipline.

Breaks the silence regarding modes of classroom control, bringing contemporary political, moral, and democratic perspectives to bear on the issues.

How do you bring research findings into the classroom and how do you find the time to research the research? In this valuable resource, the authors have examined decades of research findings to distill the results into nine categories of teaching strategies that have positive effects on student learning.

Discipline Without Stress Punishments Or Rewards

Teaching with Love & Logic

The Classroom of Choice

Quality School

Research-based Strategies for Increasing Student

Achievement

From Compliance to Community

Discipline without Anger

Principles of Classroom Management, Third Canadian Edition is designed to help you improve the teacher-student relationship in order to foster positive student behaviour and academic success. Instead of labelling students as problematic, the authors emphasize the situation, placing the onus on teachers to modify either their behaviour or the situation. The other pillar of Principles of Classroom Management is its up-to-date Canadian content. It reflects

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Canadian values through its references to current Canadian research, discussion of changes in Canadian schools, and coverage of best practices across the country. The case studies have also been revisited to ensure they reflect real, current issues in Canadian schools.

This book provides a collection of applicable learning theories and their applications to science teaching. It presents a synthesis of historical theories while also providing practical implications for improvement of pedagogical practices aimed at advancing the field into the future. The theoretical viewpoints included in this volume span cognitive and social human development, address theories of learning, and describe approaches to teaching and curriculum development. The book presents and discusses humanistic, behaviourist, cognitivist, and constructivist theories. In addition, it looks at other theories, such as multiple intelligences theory, systems thinking, gender/sexuality theory and indigenous knowledge systems. Each chapter follows a reader-motivated approach anchored on a narrative genre. The book serves as a guide for those aiming to create optional learning experiences to prepare the next generation STEM workforce. Chapter “ The Bildung Theory—From von Humboldt to Klafki and Beyond ” is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

Addressing the increasing number of culturally and linguistically diverse students in today ’ s schools, Behavior and Classroom Management in the Multicultural Classroom, by Terry L. Shepherd and Diana Linn, provides general and special education teachers with the knowledge, skills, and strategies to make the proactive, active, and reactive interventions necessary to create a positive classroom environment in which all students can learn. Going beyond

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the traditional rules and hierarchy of consequences and reinforcements, the book demonstrates how to incorporate basic classroom management plans, functional behavioral analysis, functional behavioral assessments, and behavioral intervention plans into the development and implementation of response-to-intervention and school-wide positive behavior support programs. In every chapter, the authors use real world examples and case studies to explore how language and culture affect students' responses to behavior and classroom management. Unique chapters cover social skills training and collaborating with families of diverse students.

How can teachers connect with and motivate students to embrace learning? According to Jonathan C. Erwin, the secret lies in forging positive relationships with students by meeting their individual social-emotional needs. *Inspiring the Best in Students* includes step-by-step instructions for dozens of classroom activities for grades 3-12 that help build student-teacher relationships while teaching both content and skills. Also included is a thorough overview of William Glasser's Choice Theory and such core teaching and learning concepts as internal control psychology and total behavior. The more students are given the freedom to make choices in a safe environment while also having fun, the more their enthusiasm for learning deepens. By following the advice in this book, you can ensure that the students in your class will remain engaged and inspired to achieve their best.

Restorative Practices for Positive Classroom Management

Positive Discipline in the Classroom

Classroom Discipline in American Schools

How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time

Occupational Outlook Handbook

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Classroom Behaviour

An Introductory Guide to Learning Theory

Tauber describes how educators can manage their classrooms by introducing readers to some of the basic discipline theories and showing them how they can apply these theories in a practical manner.

For 25 years, this American classic has shown how effective classroom behavior management goes hand in hand with master teaching. In this third edition, greater emphasis is placed on a proactive approach to dealing with student behavior, as well as the value of building positive relationships with students.

This second edition has the same content as the first edition but includes testimonials and additional submissions from teachers and parents. The Discipline without Stress® Teaching Model is used around the world. The non-coercive (yet non-permissive) approach to promoting responsible behaviour and motivation for learning is totally different from current approaches that use rewards for appropriate behaviour and coercive threats and punishments. The book can be used across the entire teaching spectrum -- in small childcare centres to large high schools and in rural, suburban and urban schools. It can be used in any home or youth setting.

The first book to address head-on the most in-demand and troubling issue for teachers: how to

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control their classroom.

Classroom Management

Sound Theory and Effective Practice

Our Common Agenda - Report of the Secretary-General

Behaviour Management

Inspiring the Best in Students

Successful Classroom Management

A Classroom Management Curriculum that Utilizes Choice Theory and Restitution

William Glasser, M.D., puts his successful choice theory to work in our schools--with a new approach in increasing student motivation. "Dr. Glasser translates choice theory into a productive, classroom model of team learning with emphasis on satisfaction and excitement. Working in small teams, students find that knowledge contributes to power, friendship and fun. Because content and the necessary student collaboration skills must be taught, teachers need to develop skills if they are to use this model successfully.

The dividends are 'turned-on ' students and satisfied teachers." --Madeline Hunter, University of California at Los Angeles "Choice Theory in the Classroom is a landmark book, without question one of the most important and useful books for teachers to appear in a long while. Written with rare lucidity and grace, the book has numerous instantly usable ideas that will contribute fundamentally to the success of classroom teachers.

William Glasser combines his extensive theoretical expertise and wide practical experience to provide a

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practical and illuminating guide for teachers [that] should be required reading in every college of education in the country." --David and Roger Johnson, University of Minnesota "Choice Theory in the Classroom presents an insightful analysis of what is wrong with traditional school and what need to be done about it. Dr. Glasser gives a compelling rationale for the use of learning-teams in schools to capture the excitement and commitment students display in sports but rarely in the classroom. The book is well written and persuasive. I hope every teacher in America buys it, believes it, and behaves accordingly."

--Robert Slavin, John Hopkins University

Classroom management is traditionally a matter of encouraging good behavior and discouraging bad by doling out rewards and punishments. But studies show that when educators empower students to address and correct misbehavior among themselves, positive results are longer lasting and more wide reaching. In *Better Than Carrots or Sticks*, longtime educators and best-selling authors Dominique Smith, Douglas Fisher, and Nancy Frey provide a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together. After a comprehensive overview of the roots of the restorative practices movement in schools, the authors explain how to

- * Establish procedures and expectations for student behavior that encourage the development of positive interpersonal skills;
- * Develop a nonconfrontational rapport with even the most challenging students; and
- *

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Implement conflict resolution strategies that prioritize relationship building and mutual understanding over finger-pointing and retribution. Rewards and punishments may help to maintain order in the short term, but they're at best superficially effective and at worst counterproductive.

This book will prepare teachers at all levels to ensure that their classrooms are welcoming, enriching, and constructive environments built on collective respect and focused on student achievement.

Using William Glasser's ideas as a foundation, this text explores the five basic needs and their implication for classroom management. Additional management concepts and ideas are enmeshed in the developmental recommendations to provide a theoretical and researched validation for a management plan that moves away from rewards and punishments and focuses on meeting the needs of the students.

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the

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programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

A Whole-School Approach

Secrets of Discipline

Meeting the Needs of the Student

A New Psychology of Personal Freedom

New Challenges, New Solutions

Taking Control of the Classroom

The research is indisputable: Students are less disruptive and do better academically in schools that cultivate the internal motivation of students. In *Activating the Desire to Learn*, veteran educator Bob Sullo shows how to apply lessons from the research on motivation in the classroom. According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices,

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to have fun, and to be safe. Studies show that when these needs are met in schools, good behavior and high achievement tend naturally to ensue. Written as a series of candid dialogues between the author and K-12 students, teachers, counselors, and administrators, *Activating the Desire to Learn* covers everything you need to know to change the dynamics of learning in your classroom or school:

- * A comprehensive overview of the research on internal motivation;
- * Case studies of strategies for activating internal motivation at the elementary, middle, and high school levels;
- * Suggestions on how to assess degrees of student motivation; and

Motivating students is not the issue—the hunger to learn is ever-present. Yet schools continue to insist on the traditional reward-punishment model, to the detriment of student achievement. Clearly it's time for change. This engaging and thought-provoking book will help you create a culture of achievement by building on the inherent drive to succeed that students bring to the classroom every day.

Nelsen's popular Positive Discipline philosophy is used in hundreds of schools as a foundation for fostering cooperation, problem-solving skills, and mutual respect

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in children. In this latest edition, teachers learn how to create and maintain an atmosphere where learning can take place--and where students and teachers can work together to solve problems.

Provides a variety of strategies for teaching and classroom management.

Dr. William Glasser offers a new psychology that, if practiced, could reverse our widespread inability to get along with one another, an inability that is the source of almost all unhappiness. For progress in human relationships, he explains that we must give up the punishing, relationship-destroying external control psychology. For example, if you are in an unhappy relationship right now, he proposes that one or both of you could be using external control psychology on the other. He goes further. And suggests that misery is always related to a current unsatisfying relationship. Contrary to what you may believe, your troubles are always now, never in the past. No one can change what happened yesterday.

Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom

Better Than Carrots or Sticks

Assertive Discipline

45 Classroom Management Strategies

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An Exploration of William Glasser's Choice Theory in Classroom Management

A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support
Every Student Can Succeed

Did you come from Mexico? An Mexican-American defends Joaquin, a boyy frp, Mexico who came across the border. The Border Patrol is looking for him and his mother who are hiding. His newly found friend Prietita took him to the Herb Lady to help him with red welts.

An ideal guide for new teachers, this resource provides up-to-date, research-based theory and practical applications to help teachers effectively establish and maintain classroom discipline. Learn to create and manage an enriching classroom environment with models that are simple and easy to apply to any classroom situation. Topics include classroom rules, standards of conduct, lesson planning, unruly students, students with special needs, communicating with parents, and more!

Packed with background information, underlying principles, and ideas, this book is perfect for staff development sessions.

On the seventy-fifth anniversary of the United Nations, the world has faced its biggest shared test since the Second World War in the

coronavirus disease (COVID-19) pandemic. Yet while our welfare, and indeed the permanence of human life, depend on us working together, international cooperation has never been harder to achieve. This report answers a call from UN Member States to provide recommendations to advance our common agenda and to respond to current and future challenges. Its proposals are grounded in a renewal of the social contract, adapted to the challenges of this century, taking into account younger and future generations, complemented by a new global deal to better protect the global commons and deliver global public goods. Through a deepening of solidarity—at the national level, between generations, and in the multilateral system—Our Common Agenda provides a path forward to a greener, safer and better future.

This book focuses on teacher behavior and explores the concept of noncoercive classroom management. It is a companion to a previous book, "A Multiple Intelligences Road to a Quality Classroom." The book describes what teachers can do to eliminate fear and coercion, model learning tasks, honor all ways of being intelligent, collect authentic information about student learning, and make

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classrooms joyful places in which to work and learn. Chapter 1 describes how to change the classroom management system and create a reinforcing feedback system. Chapter 2 discusses establishing and maintaining a quality physical, emotional, and collegial climate for effective learning. Chapter 3 explains how to manage classrooms for quality classwork, focusing on making learning meaningful, building on what students know, modeling tasks, expecting quality, and using self-evaluation for growth. Chapter 4 discusses using choice theory in the classroom, explaining that the principles of choice theory involve meeting basic needs and learning appropriate behavior. Chapter 5 highlights the importance of creating cooperative learning group environments that satisfy all students' needs. Chapter 6 explains the theory and use of multiple intelligences to target all students' strengths. Chapter 7 describes quality authentic assessment and evaluation in the classroom. Each chapter includes student activities. (SM)

Making Choice Theory Work in a Quality Classroom

Logical Consequences

Principles of Classroom Management

Problems and Possibilities for Democratic

Education

Managing Classroom Behavior and Discipline Behavior and Classroom Management in the Multicultural Classroom From Discipline to Culturally Responsive Engagement

Discipline with Dignity details an affirming approach to managing the classroom that promotes respect for self and others. This completely updated 3rd edition offers practical solutions that emphasize relationship building, curriculum relevance, and academic success. The emphasis is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions, but the authors also include intervention strategies for handling common and severe problems in dignified ways. Filled with real-life examples and authentic teacher-student dialogues, Discipline with Dignity is a comprehensive and flexible system of prevention and intervention tools that shows how educators at all levels can *Be fair without necessarily treating every student the same way. *Customize the classroom to reflect today's highly diverse and inclusive student population. *Seek students' help in creating values-based rules and appropriate consequences. *Use humor appropriately and effectively to respond to abusive language. *Fine-tune strategies to resolve

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issues with chronically misbehaving students and "ringleaders" or bullies. This book is not simply a compendium of strategies for dealing with bad behavior. It is a guide to helping students see themselves in a different way, to changing the way they interact with the world. The strategies innate to this approach help students make informed choices to behave well. When they do, they become more attuned to learning and to understanding how to use what they learn to improve their lives and the lives of others--with dignity.

Presents techniques for teaching based on the "Love and Logic" philosophy of working with children.

The forward-thinking techniques you need to manage today's diverse classrooms

Contemporary educators know that discipline-based classroom management is less effective in today's schools. Evidence shows that a strategy of culturally responsive engagement is essential to giving students the best education, whatever their background. In a readable and compelling text, Laura E. Pinto outlines: Keys to developing the cultural fluency necessary to prepare all students for success. Exercises for teachers to reflect deeply on how they manage their classrooms, and identify areas for improvement. 45 easy strategies—including many that support the Common Core—for boosting engagement and cultural responsiveness in the classroom

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Choice Theory

Classroom Instruction that Works

Individualized, Classroom, and Schoolwide Approaches

Discipline with Dignity

Positive Behavior Management for Today's Classroom

Real-world, Time-tested Techniques for the Most Important Skill Set Every Teacher Needs

A New Style of Classroom Management