

## Assertive Discipline For Secondary School Educators No 1031

Informed teaching is built upon a clear understanding of a wide range of professional issues. Reflective Teaching and Learning in the Secondary School offers a comprehensive overview of core teaching topics for professional studies modules on secondary initial teacher education courses. Offering a critically engaged examination of practical and theoretical topics in order to encourage deeper reflection on what underpins good teaching practice, this second edition has been carefully updated to provide a contemporary introduction to secondary education. New to this edition: a new chapter on diversity, social justice and global issues in teaching a new chapter on pastoral and tutorial roles masters-level critical reading tasks in every chapter awareness of recent developments in education policy. This is indispensable reading for anyone training to teach in secondary education including postgraduate (PGCE, SCITT) and school-based routes into teaching. A companion website including activities and exemplar material can be found at: [www.sagepub.co.uk/dymoke](http://www.sagepub.co.uk/dymoke) Sue Dymoke is Senior Lecturer in Education at the University of Leicester.

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company. 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.

Cathy Stockton and David E. Gullatt used their combined 75 years in education to create Practical Classroom Management for Elementary, Middle, and Secondary Teachers. Their book identifies theorists and educators who are noted for their research in psychology or education to assist teachers in creating an effective classroom. In addition to giving suggestions for the physical classroom arrangement, the authors identify methods/activities to reduce stress and to help meet student needs. The chapter on legal issues is a must read for all educators.

Offers ten of the best teaching methods, practical tips on group work and teaching with technology, and chapters on classroom management, communication, and success strategies that will make you look like pros your first year teaching.

Assertive Discipline for Secondary School Educators Canter & Assoc

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 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.

You've completed the course work, student teaching, and interviewing. The job is yours. Now what? The first weeks and months of a new teaching position can be the most demanding of your entire career. In this new edition of their bestseller, veteran educators Robert L. Wyatt III and J. Elaine White share a combined 50 years of teaching experience as well as insight and advice from hundreds of teachers in the field they have personally trained. Comprehensive yet concise, Making Your First Year a Success is expressly tailored to assist secondary teachers. Updated topics in this thoroughly revised second edition include:

- Integrating technology into classroom activities
- Connecting lesson planning and standards
- Incorporating differentiation into the secondary classroom
- Dealing with stress and nurturing yourself emotionally and physically

Whether starting fresh with your first group of students or revitalizing your commitment to the profession you entered many years ago, this handbook will easily become the well-worn reference you turn to again and again for quick tips, practical applications, and words of encouragement.

Designed to teach the principal to become efficient and effective in accomplishing noninstructional roles, this book offers advice on expectations and survival techniques to ensure the principal's longevity in the district. Like the previous edition, it provides a practical guide to practice and procedure in these vital areas.

This book contains the best concepts and teacher-tested strategies by the author plus new content. A special emphasis on the needs of new and struggling teachers includes practical actions for earning student respect and teaching them behavior management skills. The author also introduces a real-time coaching model and explains how to establish a schoolwide Assertive Discipline® program.

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.

Almost a third of public school teachers have considered leaving teaching because of student misbehavior. When asked what were the greatest problems facing their local schools, respondents to Gallup polls have cited discipline first almost every year back

to the early 1970s. Discipline problems may range from crimes in schools, such as robbery and drug dealing committed by students or intruders, to lack of respectful behavior toward teachers and classmates, and the spectrum from crimes to disrespect is discussed in the chapters of this ground-breaking volume. This collection by leading scholars should be useful to social scientists, educational researchers, educators, and school administrators--all those who need to understand how specific and manipulable features of schools, classrooms, and their surrounding environments affect the course of student behavior and prospects for sustained improvement in the discipline climate in schools. The information in these chapters provides many practical ideas, as well as some cautions, for trying new approaches to make schools more orderly learning environments for all students.

Professional teaching placements are an essential part of secondary teacher training, with trainees spending around two thirds of their time in schools. This practical handbook helps trainees fully prepare for their school experience, offering the guidance and reassurance to ensure they are confident and successful during placement. It is full of invaluable advice and practical suggestions, with clear links to the Professional Standards for QTS throughout.

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To ensure that all students receive quality instruction, *Teaching Students with High-Incidence Disabilities* prepares preservice teachers to teach students with learning disabilities, emotional behavioral disorders, intellectual disabilities, attention deficit hyperactivity, and high functioning autism. It also serves as a reference for those who have already received formal preparation in how to teach special needs students. Focusing on research-based instructional strategies, Mary Anne Prater gives explicit instructions and includes models throughout in the form of scripted lesson plans. The book also has a broad emphasis on diversity, with a section in each chapter devoted to exploring how instructional strategies can be modified to accommodate diverse exceptional students. Real-world classrooms are brought into focus using teacher tips, embedded case studies, and technology spotlights to enhance student learning. 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 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 do you create a learning environment that's productive; one where students are engaged, learning and happy? And how do you ensure that inappropriate behaviours are kept to a minimum? The second edition of *Positive Learning Environments: Creating and Maintaining Productive Classrooms* introduces the key concepts teachers need to know to create and maintain their classroom as a positive learning environment. It begins by introducing four essential components that are the cornerstones of creating a positive, productive learning environment. These positive practices set readers on the pathway to success and help them establish classrooms that recognise and encourage appropriate behaviours while reducing the probability of inappropriate behaviours. It then examines in turn each of the four main groups of evidence-based approaches to managing student behaviour: behavioural, cognitive behavioural, psychoeducational and social justice approaches. For each it discusses the theories that inform them, their practical applications for fostering appropriate behaviours and also when and how to use them to proactively intervene, if necessary. By the end, readers are empowered to select appropriate theories, approaches and strategies and bring these together to develop their individualised classroom management plan: one that suits their own theoretical beliefs, professional philosophy and teaching style. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools [cengage.com.au/mindtap](http://cengage.com.au/mindtap)

Written to coincide with the introduction of Induction Standards for new entrants to the teaching profession, this text aims to help to smooth the transition from theory and supervised teaching to independent reflexive practice. It provides a combination of explanation, challenge, practical activities and authentic case studies. The author acknowledges the importance of professional development during the induction year and advocates the gradual implementation and reinforcement of effective strategies for good teaching. He also urges readers to develop the creative, intuitive and "natural-born" abilities that help to fashion their own individual teaching styles. Though informed by the Induction Standards, the aim of the book is to help teachers set ambitious personal and professional expectations through which they will realize their full potential.

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. For nearly thirty years, *Teacher Effectiveness Training*, or the T.E.T. book, based on Dr. Thomas Gordon's groundbreaking program, has taught hundreds of thousands of teachers around the world the skills they need to deal with the inevitable student discipline problems effectively and humanely. Now revised and

updated, T.E.T. can mean the difference between an unproductive, disruptive classroom and a cooperative, productive environment in which students flourish and teachers feel rewarded. You will learn:

- What to do when students give you problems
- How to talk so that students will listen
- How to resolve conflicts so no one loses and no one gets hurt
- How to best help students when they're having a problem
- How to set classroom rules so that far less enforcement is necessary
- How to increase teaching and learning time

Make Assertive Discipline work in your personal teaching situation. All the reproducibles and guidelines you need to personalize the Assertive Discipline program and implement it successfully in your classroom.

The management of discipline is an essential element in educational practice, and at a time when teachers and managers are anxious about reported increases in violence and other forms of anti-social behaviour there's a need for practical guidance and a review of current thinking. Based on the author's experience and research in a range of secondary and primary schools, this book presents accessible summaries of relevant legislation and guides the reader through management theories towards effective practice. By placing the teacher at the centre of the management of discipline in schools and focusing on teacher and pupil esteem, a disciplined environment is not only desirable, but achievable too. Written in an accessible style, the book;

- \* highlights the real problems and offers real solutions
- \* includes case-studies, recent research and legislation
- \* considers the classroom as well as the whole-school context
- \* describes the support networks within education
- \* provides a multi-agency approach.

This book is aimed at trainee and practising teachers, managers, and all those who work with children.

A positive skills oriented course to give teachers an assertive discipline plan to encourage good behavior.

This book is organized around CBUPO, the basic psychological needs of all students: competence, belonging, usefulness, potency, and optimism. When teachers and schools focus on meeting these needs, the rate of at-riskness is drastically reduced. This book presents practical strategies and tips to help teachers and administrators help all students become successful learners. The revised edition offers new material on using classroom assessment, complying with standards and high stakes testing, an updated approach to evaluating At-Risk Prevention programs, and alternative strategies for meeting the motivational needs of at-risk youth, from developmental constructivism to mastery learning.

This book draws from the real-life experiences and perceptions of teachers in secondary and primary schools, and documents their ideas on how they define their job, the difficulties they face in the classroom and the support they need. Different approaches to teacher support are considered and the book includes an in-depth case study of a school that tried to implement some of these approaches. Key issues covered include: the motivations and needs of teachers and pupils the gaps between theory and practice in the professional role and performance of the teacher the behaviour of pupils and their views on the classroom working with support staff the assertive discipline system. Drawing on her own experience and the experiences of others, Diana Fox Wilson recommends that teachers are supported by a classroom environment that fosters insight and understanding between pupils and teachers, and

urges a culture of change that recognises teachers as a crucial influence on young people's lives. Supporting Teachers Supporting Pupils is packed with helpful and practical advice for all teachers. It will be a reassuring read for any teacher finding themselves feeling stranded in the classroom.

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