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3rd Edition

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BY LEE CANTER AND MARLENE CANTER

Assertive Discipline Positive Behavior Management For Todays Classroom

Louise Porter

Assertive Discipline Positive Behavior Management For Todays Classroom:

Lee Canter's Assertive Discipline Lee Canter,2010-01-01 **Assertive Discipline** Lee Canter,2010-03-25 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 **Assertive Discipline** Lee Canter,Marlene Canter,2001 The 3rd Edition of this classic Canter text is a must read for teachers It shows you step by step how to implement the Assertive Discipline program a tried and true proactive approach to classroom management By placing an emphasis on balancing classroom structure with building a caring and trusting relationship with students you create a winning situation for students and teachers alike Over one million educators worldwide have benefited from this highly successful program These practical and flexible strategies are perfect for new teachers and they are a great refresher for experienced teachers **Assertive Discipline** Lee Canter,Marlene Canter,1992 *Lee Canter's Assertive Discipline* Lee Canter,Marlene Canter,1992 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 **ASSERTIVE DISCIPLINE A TAKE-CHARGE APPROACH FOR TODAY'S EDUCATOR** LEE CANTER,1979 **Lee Canter's Assertive Discipline** Lee Canter,2002-08-01 This updated workbook will help elementary teachers implement Lee Canter s Assertive Discipline behavior management program in their own classrooms The easy to use format gives teachers the concise guidelines they need to succeed with the program The workbook also contains a variety of time saving reproducibles and teacher worksheets that complement the program and will motivate students to behave appropriately For a comprehensive understanding of the Assertive Discipline program please see Lee Canter s Assertive Discipline Positive Behavior Management for today s Classroom 3rd Edition Book jacket *A Comprehensive Guide to Classroom Management* Louise Porter,2020-07-30 Behaviour management in the classroom can be one of the most challenging aspects of teaching but with the right approach it can be rewarding and enriching for both student and teacher A Comprehensive Guide to Classroom Management provides a systematic overview of the major theories and styles of discipline in schools Drawing on the latest international research Porter outlines how teachers can develop a personal style in classroom management based on a sound understanding of theory The emphasis is on proactive authoritative approaches to discipline to engage students and facilitate the achievement of educational and social goals Porter demonstrates how it is within the power of schools and teachers to create the conditions under which even disadvantaged or disenchanted students strive to learn A Comprehensive Guide to Classroom Management is the essential handbook for preservice teachers and a valuable reference for more experienced teachers who want to develop their approach to complex behavioural challenges

True to its title this is an enormously ambitious indeed encyclopaedic resource that makes a compelling multilayered case for putting respect for children s needs ahead of our urge to control them Alfie Kohn author of Beyond Discipline and Punished by Rewards There is so much to admire and absorb in this impressive and highly readable blend of research idealism and sound sense highly recommended for principals aspiring school leaders and reflective practitioners teaching students with behavioural difficulties Dr Ted Cole lead editor of The Routledge International Companion to Emotional and Behavioural Difficulties   <u>Behaviour in Schools: Theory and Practice for Teachers</u> Louise Porter,2014-05-16 Behaviour management in the classroom can be one of the most challenging aspects of teaching but with the right approach it can be rewarding and enriching for both student and teacher The new edition of this best selling textbook provides a systematic and thoroughly updated overview of the major theories and styles of discipline in schools Drawing on the latest international research the book outlines how teachers can develop a personal style in classroom management based on a sound understanding of theory The emphasis is on proactive authoritative approaches to discipline to engage students and facilitate the achievement of educational and social goals The author demonstrates how it is within the power of schools and teachers to create the conditions under which even disadvantaged or disenchanted students strive to learn Behaviour in Schools 3E is the essential handbook for all trainee teachers and NQTs and a valuable reference for more experienced teachers who want to develop their approach to complex behavioural challenges   **Positive Learning Environments** John De Nobile,Gordon Lyons (Lecturer and researcher),Michael Arthur-Kelly,2017-04-05 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 This exciting new text introduces the key concepts you need to know to create and maintain your 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 will set you on the pathway to success and help you 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 you will be empowered to select appropriate theories approaches and strategies and bring these together to develop your individualised classroom management plan one that suits your own theoretical beliefs professional philosophy and teaching style   <u>A.T.A.P How to Achieve a Workable Classroom Environment</u> Dr. Mavis A. Bouie,2018-07-20 This is a book about discipline strategies that will help any educator to achieve a workable classroom environment In fact to become an effective teacher one must first become an effective classroom manager Duke 1979 By accomplishing this goal it is important to ask yourself if you can get students to cooperate in a task the very first

time they are told or carry out the classroom procedures smoothly If you answer yes to this goal then you are no doubt an effective classroom manager However many teachers have trouble with this aspect of teaching fundamentals *Solving Discipline and Classroom Management Problems* Charles H. Wolfgang,2005 Publisher Description **Student Behaviour** Louise Porter,2020-07-25 Behaviour management in the classroom and schoolyard is one of the most challenging aspects of teaching Student Behaviour offers a comprehensive overview of the major theories of behaviour management in primary and secondary schools illustrated with detailed case studies Porter outlines how teachers can develop a personal approach to classroom management based on a sound understanding of theory The emphasis is on proactive approaches to discipline to assist students in achieving educational and social goals Porter also shows how to enhance students motivation and help students become confident and independent learners This third edition has been fully revised and updated to reflect the latest research and includes new material on collaborating with parents ethical issues dealing with bullying and helping students to be autonomous in their learning and behaviour Examples and references are drawn from current international research Student Behaviour is an essential textbook for preservice teachers and a valuable reference for more experienced teachers who want to improve their ability to cope with disruptive behaviour The style of writing is clear accessible and authoritative an ideal text for all teachers in initial and post experience training It treats its audience as intelligent and discerning provides a clear digest of a very wide range of published material and allows its readers to reach their own decisions about suitable and sensitively executed approaches that are likely to be of lasting value British Journal of Educational Psychology **Building Skills for Effective Primary Teaching** Rachael Paige,Sue Lambert,Rebecca Geeson,2020-05-18 This book supports primary trainees and their in school mentors to understand the complex nature of effective learning and teaching in primary schools It explores the key skills required helping trainees begin use them in their teaching reflect on their development of these skills with their mentors and evaluate their impact on learning This book supports and challenges primary trainee teachers and their mentors both school based and university SCITT based by offering a range of approaches strategies and perspectives to aspects of primary teaching This new edition Includes practical guidance for building resilience Explores the latest teaching approaches being trialled in schools Supports trainees to work with their in school mentor Includes new chapterss on professional identity and professional responsibilities **Teaching Without Disruption in the Primary School** Roland Chaplain,2016-02-22 The issue of behaviour has and always will be a main dilemma facing schools Encouraging positive relationships whilst preventing disruption and motivating students to learn raises concerns for any teacher This fully updated second edition of Teaching without Disruption in the Primary School offers a comprehensive and constructive approach to developing effective behaviour management Packed full of tasks case studies and research based guidance this extremely practical book reflects high quality behaviour management training and is crucially informed by empirical evidence on exactly what works in classrooms and schools Containing two brand new

chapters one on the importance of theory in developing effective behaviour management and the other detailing a toolkit for constructing effective classroom management plans the book presents a model for developing effective behaviour management at the individual pupil classroom and whole school level professional social skills assertiveness and coping strategies understanding of how teachers thinking and behaviour can unwittingly affect pupil behaviour a roadmap for establishing and maintaining authority pupils self control and social competence using a cognitive behavioural approach an appreciation of the value of adopting a research based approach to behaviour management Roland Chaplain has used this programme to successfully teach behaviour management techniques to thousands of PGCE trainees at the University of Cambridge UK Underpinned by contemporary educational psychological and neuroscientific research this book offers a progressively focused behaviour management model which will appeal to all teachers and teacher trainees as well as to those who train them   Learning Diversity in the Chinese Classroom Shane N. Phillipson,2007-10-01 A unique feature of Learning Diversity in the Chinese Classroom is its Chinese context for meeting the educational requirements of children with special needs At a time when many of the currently available texts in the area have a general perspective Asian teachers and students have long felt the need for a text that specifically recognizes the local context Learning Diversity in the Chinese Classroom notes that international trends including those in many Southeast Asian countries are moving toward inclusive education and special needs and includes chapters on giftedness counseling and behavior management Section 1 of the book describes the context of inclusive education in Asia Summaries of the special features of the classroom in the region the conceptions of inclusion and cultural diversity from the perspective of the Asian classroom and how these are different to the Western classroom are provided Section 2 focuses on various approaches to meeting the educational and socio emotional needs of children in the inclusive classroom The first part is concerned with theoretical underpinnings of the type of need and the second part describes examples of how a teacher can cater for this type of diversity according to subject including mathematics Chinese English information technology and arts Section 3 widens the perspective and describes a whole school approach to meeting the educational requirements of children with special needs A systems approach is taken whereby the success of the inclusive school is dependent on the functioning of a number of interrelated parts This section draws from recent case studies which describe the approaches taken by a number of schools that have been successful in implementing inclusive education Learning Diversity in the Chinese Classroom will appeal to teachers parents health professionals who are working with children with special educational needs   **Classroom Management** Robert T. Tauber,1995 This book presents several sound frameworks that readers can use to evaluate six tried and true discipline models Teachers need to select learn and implement a discipline model that best reflects how they feel students should be treated Tauber explores a number of topics some controversial concerning how teachers can prevent as well as handle problem behaviors   **Instructor's Manual to Accompany Building Classroom Discipline, Fifth Edition** C. M. Charles,1996

Classroom Management and Discipline Paul R. Burden,1995 A scholarly synthesis of the research base on classroom management and discipline Classroom Management and Discipline Methods to Facilitate Cooperation and Instruction is remarkably easy to read and apply Comprehensive up to date and authoritative it considers the total classroom environment while offering practical strategies for establishing a classroom management system and maintaining order in K 12 classrooms Appropriate for undergraduate or graduate courses the text is a valuable resource for beginning and experienced teachers **Elementary Classroom Management** C. M. Charles,Gail W. Senter,2005 This text offers teachers a concise and applied guide to successfully managing the elementary school classroom within the context of new No Child Left Behind and standards driven concerns Mindful of NCLB legislation this teacher friendly standards driven new edition examines issues and models of management concerns in 21st century elementary classrooms Well conceived classroom management helps establish positive environments and programs where communication cooperation and dedication to learning prevail This book is designed to assist teachers both novice and experienced in developing and refining management skills that lead to learning and enjoyment of the classroom New to this Edition New chapter correlations to the Interstate New Teacher Assessment and Support Consortium INTASC the Praxis Series the National Board for Professional Teaching Standards NBPTS and the National Council for Accreditation of Teacher Education NCATE are included to provide easy reference for students A new section in Chapter 13 presents ways to deal with the emotions of stress that result from unexpected or disastrous events Discussion of No Child Left Behind legislation which asks for best practice and research supported practice is infused into all chapters Updated technology including technology to assist teachers and students with special needs is included Ch 6 with a clear distinction between students learning from technology versus students learning with technology New to the chapter on Managing Special Groups Ch 8 are references to specific assistive technologies for the student and teacher Chapter 9 discussesextreme behaviors including the bully the bullied and the bystander that are all too common in today s schools Related Titles Building Classroom Discipline 8 e Carol M Charles Collaboration by Gail W Senter ISBN 0 205 41257 2 Introduction to Educational Research with Research Navigator 5 e Craig A Mertler Carol M Charles ISBN 0 205 41412 5 Classroom Management for Middle Grades Teachers 1 e C M Charles Emeritus Marilyn G Charles ISBN 0 205 36128 5

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