

Canter And Canter Assertive Discipline

Lee Canter's Assertive Discipline
ASSERTIVE DISCIPLINE A TAKE-CHARGE APPROACH FOR TODAY'S EDUCATOR
Solving Discipline and Classroom Management Problems
Assertive Discipline for Parents, Revised Edition
Assertive Discipline
Assertive Discipline Lee Canter's Assertive Discipline
General Pedagogy
Durkheim and Modern Education
Instructional Patterns
Assertive Discipline Elementary Workbook
Lee Canter's Back to School with Assertive Discipline
The Handbook of Educational Theories
Becoming an Effective Classroom Manager
Supporting Teachers Supporting Pupils
Assertive Discipline
Lee Canter's Assertive Discipline Parent Resource Guide
Solving Discipline Problems
Assertive Discipline
Lee Canter's Assertive Discipline Teacher's Plan Book Plus #2
Lee Canter's Assertive Discipline Teacher's Plan Book Plus
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in the seventh edition teachers will find a wealth of information about classroom management strategies that have been proven successful in the field each model is introduced clearly and comprehensively this includes vignettes a glossary of terms teacher behavior continuum construct and the strengths and limitations of each model at the end of each chapter a 15 point test is included to reinforce concepts an honorable mention feature is also presented that describes other discipline models teachers will find a wide range of methods and practical advice for solving discipline problems

you can get your children to behave raising happy well behaved children seems to be harder than ever the old answers don't seem to work new approaches are needed assertive discipline for parents is the parenting book that addresses the needs of today's parents you will learn how to communicate to say what you mean and mean what you say how and when to provide positive support when your children do behave how to avoid being manipulated by your children's "I don't care" attitudes threat and anger assertive discipline for parents will enable you to master the skills needed to guide your children's behavior successfully

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

general pedagogy a guide to effective teaching demystifies the scientific art of teaching by providing facts principles and concrete examples in real life situations such that neither the novice teacher who peruses it will stutter in front of students on the first day of school nor will the experienced teacher write and execute the same old lesson plans on that day the best teachers are those who show you

where to look but don't tell you what to see is a popular quote attributed to Alexandra K. Trenfor which aptly summarises the kind of teachers this book intends to produce when used as a teacher training resource. Real teachers facilitate learning; they do not simply tell learners the answers to their questions and concerns. Accordingly, the authors take the readers through well-researched themes in the academic discipline of teaching wherein they present, analyse and discuss pertinent issues. Although they provide useful suggestions for teaching success, the authors encourage teachers to interpret facts, ideas and suggestions presented against the sociocultural contexts of their practice. The materials are presented creatively while adding a personal touch intended to facilitate effective and efficient learning. For coherence and better comprehension, the book has been carefully crafted in eighteen chapters lodged in six parts. The first part introduces the reader to the concepts of teaching and teaching effectiveness. The theoretical underpinnings of these concepts are brought out in the second part which paves the way for the third part that describes generic teaching approaches, strategies and methods. Part four and five comprise essential teaching skills and teaching tools for the 21st century, while part six wraps up with the transition from teacher training laboratories to classrooms in the real world. The last two chapters intentionally prepare the teacher to overcome challenges of professional work in contemporary African classrooms.

This volume explores Durkheim's place in modern educational thought at three different levels. Durkheim's ideas on education are analyzed and placed in the context of modern society. Current educational issues are explored using a Durkheimian framework. Durkheim's thought is related to that of modern educational theorists to reveal his enduring influence. In discussing Durkheim's modern relevance, the contributors stress his desire to integrate the practical and theoretical aspects of education. They identify particular pertinence in his focus upon the moral base of education and his insistence upon the importance of the social and society.

I like the mix of theory and research background with thorough descriptions of classroom vignettes and how to use Teresa Secules' Piedmont College instructional patterns strategies for maximizing student learning. Examines instruction from the learners' point of view by showing how instructional patterns can be used to maximize the potential for students to learn. This book explores the interactive patterns that exist in today's classroom and demonstrates how teachers can facilitate the interactivity of these patterns to match their goals for student learning. These interactive patterns are reinforced through the incorporation of medical, cognitive and behavioral neuroscience research. This unique book will serve as a core text for undergraduate and graduate courses in K-12 general teaching methods, middle school and secondary teaching methods, elementary teaching methods or instruction and assessment. Key features: guides students in differentiating instructional practices to meet the needs of all students as well as in the practical issues of instruction; details interactive instructional patterns that include teacher-centered patterns, teacher-student interactive patterns and student-centered patterns; instructor resources on CD contain PowerPoint slides, test questions, includes multiple choice, short answer and essay format and answers, lecture outlines, teaching activities, resources and sample syllabi; a web-based student study site provides e-flashcards, links to standards from U.S. states, standards-based project resources and access to full-text articles in Sage journals related to the text.

A companion piece to *Assertive Discipline*, this workbook contains a variety of time-saving and age-appropriate reproducible and teacher worksheets that complement the *Assertive Discipline* behavior management program and include practical ideas for planning lessons, promoting cooperation and gaining parental support. The easy-to-use format gives teachers the concise guidelines they need to succeed with the program.

Although educational theories are presented in a variety of textbooks and in some discipline-specific handbooks and encyclopedias, no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume. A unique feature of the handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy-to-use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks in addition to

the traditional theories presented the handbook includes emerging theories for the 21st century as well as presenting practical examples of the use of these theories in research from dissertations and published articles an appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included the handbook consists of 12 sections section i provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice the remaining sections address philosophical educational constructs learning theory instructional theory curriculum theory literacy and language acquisition theory counseling theory moral development theory classroom management theory assessment theory organizational theory and leadership management theory each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors each chapter within the section will include a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory the handbook is intended for graduate students enrolled in research courses or completing theses and dissertations additionally professors of all educational disciplines in the social sciences would be an interested audience there is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice as more inquiry is being promoted among school leaders this book has more meaning for practitioners

over the years classroom management remains one of the greatest educational concerns of teachers administrators and parents this practical resource for developing and upgrading personal classroom management skills and systems addresses that concern and will prove to be an invaluable guide for preservice and practicing educators utilizing a balanced approach based on both scholarship and experience becoming an effective classroom manager provides a discussion of models of management a summary of effectiveness research and related management techniques as well as coverage of routine and more complex managerial concerns and procedures steere s approach is multi faceted interweaving three areas of concern prevention of disciplinary problems dealing coping with disciplinary problems and development of techniques for insuring that problems do not recur the book is filled with suggestions and techniques that have been successfully utilized in public school classrooms the author argues that institutions of higher learning must produce teachers who are equally adept and confident in their teaching methods management skills and their subject matter his work will help teachers become not only better managers but more effective teachers as well

drawing from the real life experiences and perceptions of primary and secondary school teachers this text documents their ideas on how they define their job the difficulties they face and the support they need

everything a parent needs to solve everyday behavior problems

presenting the widest variety of techniques for helping with difficult children and the host of discipline incidents that can arise in the k 12 classroom this book will be invaluable to teachers it is different from other classroom management books in that it focuses on the various models and techniques to apply to those models

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