

CLASSROOM DISCIPLINE

DEFINITION

"[Classroom discipline refers to] the teacher's effort in preventing, redirecting, and reprimanding misbehavior by setting clear rules and expectations, monitoring, and adequately reacting to undesired behavior"

(Lettink, 2020)

EXAMPLES

- **Clear Expectations:** Set clear rules and expectations from the start.
- **Consistent Consequences:** Apply consequences consistently for rule-breaking.
- **Positive Reinforcement:** Reward good behavior to encourage it.

Teaching With Discipline

Clifford H. Edwards

Teaching With Discipline:

Tools for Teaching Fredric H. Jones, Patrick Jones, Jo Lynne Talbott Jones, 2007 This extended special edition of Mark Lewisohn's magisterial book *Tune In* is a true collector's item featuring hundreds of thousands of words of extra material as well as many extra photographs. It is the complete uncut and definitive biography of the Beatles' early years from their family backgrounds through to the moment they're on the cusp of their immense breakthrough at the end of 1962. Designed, printed and bound in Great Britain, this high quality edition consists of two beautifully produced individual hardbacks printed on New Langley Antique Wove woodfree paper with red and white head and tail bands and red ribbon marker. The two books will sit within a specially designed box and lid featuring soft touch and varnish finishes. The whole product comes shrinkwrapped for extra protection. Mark Lewisohn's biography is the first true and accurate account of the Beatles' a contextual history built upon impeccable research and written with energy, style, objectivity and insight. This extended special edition is for anyone who wishes to own the complete story in all its stunning and extraordinary detail. This is genuinely and without question the lasting word from the world acknowledged authority.

Rules in School Kathryn Brady, Mary Beth Forton, Deborah Porter, 2011 Join the thousands of teachers in schools nationwide who have used this positive approach to discipline to establish calm, safe classrooms in which students can do their best learning. The approach to discipline presented in this book helps children develop self control, understand how positive behavior looks and sounds, and come to value such behavior. With many examples from their own classrooms, three experienced teachers offer practical techniques to help you establish clear expectations for behavior from day one; teach students how to articulate their learning goals; create classroom rules that connect to those goals; use techniques such as Interactive Modeling to teach positive behavior; reinforce positive behavior with supportive teacher language; and quickly stop misbehavior and restore positive behavior so that children retain their dignity and continue learning.

Classroom Discipline for Effective Teaching and Learning Laurel N. Tanner, 1978

Classroom Discipline and Management Clifford H. Edwards, 1997-01-15 Reflecting current research into multicultural education, the new edition of this popular text is written to help future teachers select discipline models that best fit their personal values and educational philosophies.

Successful Classroom Management and Discipline Tom V. Savage, Marsha K. Savage, 2009-01-13 Focusing on how educators can facilitate the development of self control and responsibility in students, *Successful Classroom Management and Discipline* offers comprehensive yet concise coverage of the preventative aspects of classroom management as well as a wide range of effective intervention strategies. In this Third Edition, authors Tom Savage and Marsha K. Savage offer new and updated coverage of teacher stress, legal dimensions of management and discipline, teacher-family collaboration and bullying. Key Features: Features a two part structure to pinpoint the key dimensions of classroom management; how to prevent classroom issues and how to respond to problems that arise; identifies a measurable goal for K-12 teachers helping students to develop self control and responsibility; addresses teacher burnout through

practical application of stress management Describes bullying behaviors and teacher response including a section on working with parents a vital skill for avoiding and resolving serious problems Presents realistic case studies and What Would You Do scenarios to demonstrate chapter concepts **Teaching Discipline & Self-Respect** SiriNam S. Khalsa,2007-02-15

Used successfully in culturally economically and academically diverse classrooms these strategies and activities focus on developing students self esteem self image and self responsibility **School Discipline** William Chandler

Bagley,2016-05-19 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant **Building**

Classroom Discipline C.M. Charles,2006 [Classroom Discipline](#) Sylvester Kohut,Dale G. Range,1986 The basic purpose of this text is to provide teachers with a practical guide for understanding and improving classroom management Case studies included in the publication represent problems and issues common to urban suburban and rural school districts and personnel Chapter 1 which focuses on broad perspectives on discipline provides a historical overview and definitions followed by discussions of regionalism and discipline violence in the schools and attitudes toward educators use of corporal punishment Chapter 2 views discipline from the perspectives of theory research and practice Discussion concerns tips for getting off to a good start in classroom management organizational and instructional procedures the process of understanding student needs and behaviors development of self discipline and culturally different students Case studies from early childhood and elementary education settings and from middle school junior high school and senior high school settings are presented in chapters 3 and 4 Forty seven references are cited and an appendix lists 17 general resources as well as selected resource materials on self development discipline and classroom management RH *Building Classroom Discipline* C. M. Charles,1981 [Inviting Positive Classroom Discipline](#) William Watson Purkey,David B. Strahan,2002 [Classroom Discipline and Control](#) Fred B. Chernow,Carol Chernow,1981 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s

Teaching/discipline Charles H. Madsen,Clifford K. Madsen,1981 [Classroom Discipline and Management](#) Clifford H. Edwards,Vivienne Watts,2008 Classroom discipline remains the single most common problem educators face in their day to day teaching Because discipline problems are so prevalent and difficult to solve many educators and specialists in related

fields have attempted to provide help for teachers. Their suggestions come from a variety of perspectives and are based on different assumptions about the purposes of schooling and the capabilities of students. Teachers often fail to scrutinise the assumptions on which these discipline approaches are based or to measure them against their own values and educational philosophy. This text is designed to help teachers explore various approaches to classroom discipline along with their own personal philosophy. The text emphasizes informed decision making. The teacher must have an understanding of the assumptions behind a disciplinary approach as well as the theory and practical applications of that approach. Positive Classroom Discipline Fredric H. Jones, 1987. Positive Discipline Tools for Teachers Jane Nelsen, Ed.D., Kelly Gfroerer, Ph.D., 2017-06-06. MORE THAN 2 MILLION POSITIVE DISCIPLINE BOOKS SOLD. The Positive Discipline method has proved to be an invaluable resource for teachers who want to foster creative problem solving within their students giving them the behavioral skills they need to understand and process what they learn. In Positive Discipline Tools for Teachers you will learn how to successfully incorporate respectful solution oriented approaches to ensure a cooperative and productive classroom. Using tools like Connection Before Correction Four Problem Solving Steps and Focusing on Solutions teachers will be able to focus on student centered learning rather than wasting time trying to control their students behavior. Each tool is specifically tailored for the modern classroom with examples and positive solutions to each and every roadblock that stands in the way of cooperative learning. Complete with the most up to date research on classroom management and the effectiveness of the Positive Discipline method this comprehensive guide also includes helpful teacher stories and testimonials from around the world. You will learn how to Model kind and firm leadership in the classroom. Keep your students involved and intrinsically motivated. Improve students self regulation. And more. Strategies for Classroom Discipline Meryl E. Englander, 1986-07-16. This basic text provides teachers with useful strategies for achieving control in the classroom through intervention rather than punishment. Author Meryl Englander examines why punishment is an ineffective tool and details step by step strategies and techniques for intervention including building self esteem among students, resolution of students personal problems and emotional outbursts, promoting student responsibility, facilitating moral development, reinforcing desired student behavior and establishing antecedent controls on behavior. Also considered is teacher assertiveness and desired organizational conditions for an orderly classroom. Managing Classroom Behavior and Discipline Jim Walters, Shelly Frei, 2007-03-26. Useful and practical strategies and skills to help today's teachers to manage classroom behavior and discipline.

Changing Theories And Practices Of Discipline Roger Slee, 2020-04-03. Behaviour problems in our schools occupy a considerable part of the education agenda and media attention. The major thrust of the literature has been on the provision of new classroom management approaches. Too often these packages are inappropriate to the specific context of the school and its pupils. There are no quick fix solutions. In this book Slee proposes a critical re-examination of the school discipline issue. In doing so he provides an overview of policy change an examination of the major schools of thought on student discipline a

reconsideration of the context in which young people teachers and schools now find themselves and practical responses for addressing all levels of discipline policy making **Preventing Classroom Discipline Problems** Howard Seeman, 1999-12-15 ORDER 10 OR MORE OF ANY ITEM AND RECEIVE A 20% DISCOUNT Preventing Classroom Discipline Problems is a handbook with its own self improvement exercises for all the skills needed to implement successful classroom management and eliminate discipline problems This book based on the author s extensive work with New York City school teachers helps teachers to design instructional strategies to prevent not just handle disruptive classroom behavior Seeman discusses more than 100 of these problems from responding to talking in class to preventing violence from erupting in your school This is the only text that is both a comprehensive training handbook and academic course text The third edition includes new sections in each chapter for grades K 6 parents strategies for school violence prevention a computer resource guide conflict resolution training systematic rewards for all grades and methods for handling peer pressure and bullies It also contains a collection of supplemental online training tools Visit Classroom Management Onlinefor more information

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