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Restitution

RESTRUCTURING SCHOOL
DISCIPLINE



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Restitution Restructuring School Discipline

Rob Kerr



Restitution Restructuring School Discipline:

Restitution Diane Chelsom Gossen,1996 If you want your kids to learn from their mistakes punishment isn't the answer it just makes a bad situation worse In this groundbreaking book Diane Gossen explains how you can foster self discipline in your students Restitution is an approach to discipline based on the recognition that young people will make mistakes and it emphasizes positive strategies when problems do occur Restitution Diane C. Gossen,1996-01-01

Restitution Diane Chelsom Gossen,1992 Restitution is an approach to discipline that is based on the recognition that young people will make mistakes By focusing on how a young person can correct a mistake rather than on punishment this approach emphasizes positive solutions to problems when they do occur

Modern Approach To Classroom Discipline And Management:

Edwin Earl Felix,2011-01-25 There are many serious social and economic problems that impact student's behavior Because countless minorities are at risk of behavior problems caused by poverty racism discrimination and other negative conditions special attention needs to be given to the development of programs and strategies to prevent behavioral problems

Developmental guidance programs in elementary schools that attend to the needs of all children are effective ways to prevent problems before they begin Experts on poverty and inequality see a role for preschool intervention to help children from disadvantaged backgrounds have a better chance at success when they start elementary and secondary schools Several models have been discussed such as reinforcing and rewarding behaviors and consequences and punishment In order to minimize disruptive behaviors effective classroom management is the heart of preventing discipline problems Teachers have put in place beginning the first day of school their rules procedures and expectation in order to reduce problems in the classroom A positive classroom climate is also needed to improve student learning and encourage good behavior *Kids*

Eye View of Science Susan Kovalik,Karen D. Olsen,2010-09-08 Examines learning science from multiple perspectives including the child's perspective guides readers through the steps of igniting students natural sense of wonder incorporating brain research integrating science concepts with other subjects and applying science to daily life demonstrates how to teach science conceptually through the lens of big ideas such as change interdependence and adaptation Managing the

Adolescent Classroom Glenda Beamon Crawford,2004-04-29 Uncover the secrets of teachers who are recognized as outstanding classroom managers Through fourteen case studies of exemplary teachers Crawford showcases adolescent classroom management at its best Teachers can draw from this rich store of individual tips secrets and procedures and adapt these management solutions immediately Along with these variations on classic elements of success Crawford also provides many new entry points for new and experienced teachers to improve their own management Reflective chapter questions and discussion prompts make this a productive resource for study groups and mentors as well as classroom teachers Managing the Adolescent Classroom demonstrates how to triangulate great management around three essential factors Physical leveraging time space and a structured environment Affective strategies to promote positive personal and interpersonal

development Cognitive use of instructional pace and engagement to motivate behavior and commitment to learning By successfully managing the physical social emotional and academic dimensions of the classroom environment teachers can create an essential foundation for a learning community of young adolescents that will promote relationships belonging and achievement Managing the Classroom Environment Suzanne G. Houff,2013-10-10 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 By investigating the basic needs of survival belonging fun freedom and power the reader can develop strategies that will help students self regulate and take responsibility for their academics and actions Scenarios are used to provide practice with classroom situations by offering possible analysis corrective measures and preventive measures A theory into practice approach helps illustrate how the concepts work in an actual situation *Beyond Discipline* Alfie Kohn,2006-08-15 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 **Self-Discipline** Rob Kerr,1999 Grade level 8 9 10 11 12 s t Handbook of Restorative Justice Gerry Johnstone,Daniel Van Ness,2013-01-11 This book provides a comprehensive and

authoritative account and analysis of restorative justice one of the most rapidly growing phenomena in the field of criminology and justice studies This book aims to meet the need for a comprehensive reliable and accessible overview of the subject It draws together leading authorities on the subject from around the world in order to elucidate and discuss the key concepts and principles of restorative justice explain how the campaign for restorative justice arose and developed into the influential social movement it is today describe the variety of restorative justice practices explain how they have developed in various places and contexts and critically examine their rationales and effects identify and examine key tensions and issues within the restorative justice movement brings a variety of disciplinary and interdisciplinary perspectives to bear upon the understanding and assessment of restorative justice The Handbook of Restorative Justice is essential reading for students and practitioners in the field

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

Pyramid of Behavior Interventions Tom Hierck, Charlie Coleman, 2011-09-15 Students thrive when educators commit to proactively meeting their behavioral as well as academic needs This book will help teachers and school leaders transform the research on behavior response to intervention and professional learning communities into practical strategies they can use to create a school culture and classroom climates in which learning is primed to occur

The Mentoring Year Susan Udelhofen, Kathy Larson, 2003-04-30 The Mentoring Year is rich with experience and new ideas I endorse it without reservation Heidi Hayes Jacobs President Curriculum Designs Inc Adjunct Associate Professor Teachers College Columbia University This book contains explicit step by step guidelines to build a program in the real world of schools The authors demonstrate great empathy for teachers and administrators who confront the challenges facing public schools They respect the demands placed upon contemporary educators Rick DuFour Coauthor of Professional Learning Communities at Work The No Child Left Behind legislation requires strong teacher indoctrination The Mentoring Year provides a comprehensive mentor program that gets down into the deep tissue areas It lays out a grid to link standards to the workplace Marie Archibee Supervisor Professional Development Department of Curriculum Instruction and Technology Nassau BOCES NY The authors organized step by step approach in creating an effective mentoring program has provided me the necessary tools to build a strong in house mentoring program for all my staff Joe Novak Principal Mill Valley High School Shawnee KS

Use this as a rich and ready to go turnkey mentoring program or tailor it to building or district priorities Promote key characteristics of good mentors support the needs of new teachers generate reflection and collaboration Along with strategies for these mentoring essentials this program adds critical focus on student learning Overflowing with rubrics for measuring growth towards best practice checklists tools and templates this program provides every needed element for first year induction Further it provides deep resources to support multi year professional development and preparation for National Board Certification Ready to go seminars for mentor mentee communities focus on important themes including assessment classroom management instruction goals writing a professional development plan standards and curriculum Agendas timetables activities and clear responsibilities for all participants save time and support success Grounded in The National Board for Professional Teaching Standards NBPTS and the Interstate New Teacher Assessment and Support Consortium INTASC standards this program works in any school district or state to build expert teachers and lift the level of professionalism throughout the learning community Resources and special features Encourages a learning community team building approach Includes complete plans and materials for mentor mentee seminars Designed for flexible use either sequentially or around local priorities Depth and adaptability for use as preservice text new teacher mentoring and extended professional development Mentee Mentor Administrator and Coordinator Checklists Mentor for success student achievement and teacher retention with The Mentoring Year

Emotionally Intelligent School Counseling John Pelliger, Robin Stern, Claudia Shelton, Barbara Muller-Ackerman, 2006-04-21 The concept of emotional intelligence EI which has steadily gained acceptance in psychology seems particularly well suited to the work of school counselors and school psychologists who must constantly deal with troubled and underperforming students To date however no book has systematically explained the theoretical and scientific foundations of emotional intelligence and integrated this information into the roles and functions of school counselors and other school personnel In addition to illustrating how social emotional learning is important to both individual students and to school climate the book also shows school counselors how to expand their own emotional awareness and resiliency Key features of this outstanding new book include ASCA Guidelines The book integrates the latest findings from the field of social emotional learning with the new ASCA guidelines for school counselors Real life Cases The book moves quickly from an overview of basic definitions theories and guidelines to stories of real counselors administrators teachers and parents Author Expertise John Pelliger is Professor and Director of the Graduate Program in School Counseling Queens College CUNY A former school counselor he is a leading researcher in the area of emotional intelligence Barbara Ackerman is a K 5 school counselor and retiring Vice President of the American School Counseling Association ASCA Elementary School Division Claudia Shelton has been a school counselor in grades 6 12 and currently heads a firm specializing in professional development for schools Robin Stern is an adjunct associate professor and researcher at Columbia Teachers College and a specialist in social emotional learning for the New York City Board of

Education This book is appropriate as a supplementary text in school counseling courses and as a professional reference work for practicing school counselors counselor educators counseling psychologists school psychologists and school administrators

A Case Study on the Relationship Between Restitution and the Transformational Leadership Behaviors of Selected School Principals Teri Anne Staloch,2002

Transformative Inclusive Education Rick Freeze,2023-08-25 Inclusive education is a critical issue at the forefront of educators minds Transformative Inclusive Education tackles the subject by reimagining current practices in education and renovating teaching strategies This collection demonstrates that inclusion is an educational reform movement that can only succeed if educational institutions and practitioners rethink the meaning substance and purpose of education and adopt the new missions patterns of decision making understandings of teaching and learning pedagogies collaborative roles and classroom practices that flow directly from the inclusive reform movement Featuring contributions from a diverse array of scholars practitioners and people with disabilities this text weaves together the historical legal theoretical and pedagogical currents that underpin the implementation of inclusive education and speaks to current research in the field From there it moves forward with a practical trajectory and guide for enacting lasting effective change in schools to create an inclusive environment for all students The authors integrate concepts such as RTI UDL MTSS and SEL and address issues such as collaborative decision making positive approaches to behaviour academic scaffolding and inclusive technologies and teaching practices They also look beyond schools extending inclusive education to families and communities and integrating self advocacy in practice Including case studies realistic examples and activities for further learning and reflection this volume is a vital resource for undergraduate and graduate students in education FEATURES Provides a framework to redesign teaching practice and enact positive lasting change for truly inclusive schools Connects theory to larger pedagogical constructs such as experiential learning social construction of knowledge student engagement and authentic learning Contains resources for further reading and activity boxes with essential takeaways for student review

Counseling and Psychotherapy with Children and Adolescents H. Thompson Prout,Alicia L. Fedewa,2014-12-08 A comprehensive theory based approach to working with young clients in both school and clinical settings

Counseling and Psychotherapy with Children and Adolescents Fifth Edition provides mental health professionals and students with state of the art theory and practical guidance for major contemporary psychotherapeutic schools of thought Children and adolescents are not just small adults they have their own needs requirements and desires on top of the issues presented by still developing brains and limited life perspective Providing care for young clients requires a deep understanding of the interventions and approaches that work alongside growing brains and the practical skill to change course to align with evolving personalities The thoroughly revised fifth edition is a comprehensive reference complete with expert insight Organized around theory this book covers both clinical and school settings in the fields of psychology counseling and social work Coverage of the latest thinking and practice includes Cognitive

Behavioral Rational Emotive Reality Therapy Solution Focused Family Systems and Play Therapy providing a complete resource for any mental health expert who works with young people Understand the major approaches to counseling and psychotherapeutic interventions Discover the ethical and legal implications of working with children and adolescents Learn how to employ culturally responsive counseling with younger clients Examine interventions for children and adolescents with disabilities and health care needs This updated edition includes a stronger emphasis on the clinical application of theory to specific disorders of childhood and adolescence and new coverage of the legal and ethical issues related to social media Chapters include a case studies and online resources that make it ideal for classroom use and new chapters on Solution Focused Therapy and Play Therapy enhance usefulness to practicing therapists Expert guidance covers techniques for working with individuals groups and parents and explores the efficacy of the theories under discussion

Growing Up Again Jean Illsley Clarke, Connie Dawson, 2009-07-31 Growing Up Again offers guidance on providing children with the structure and nurturing that are so critical to their healthy development and to our own As time tested as it is timely the expert advice in Growing Up Again Second Edition has helped thousands of readers improve on their parenting practices Now substantially revised and expanded Growing Up Again offers further guidance on providing children with the structure and nurturing that are so critical to their healthy development and to our own Jean Illsley Clarke and Connie Dawson provide the information every adult caring for children should know about ages and stages of development ways to nurture our children and ourselves and tools for personal and family growth This new edition also addresses the special demands of parenting adopted children and the problem of overindulgence a recognition and exploration of prenatal life and our final days as unique life stages new examples of nurturing structuring and discounting as well as concise ways to identify them help for handling parenting conflicts in blended families and guidelines on supporting children s spiritual growth About the Authors Jean Illsley Clarke is a parent educator teacher trainer the author of Self Esteem A Family Affair and co author of the Help for Parents series She is a popular international lecturer and workshop presenter on the topics of self esteem parenting family dynamics and adult children of alcoholics Clarke resides in Plymouth Minnesota Connie Dawson is a consultant and lecturer who works with adults who work with kids A former teacher she trains youth workers to identify and help young people who are at risk Dawson lives in Evergreen Colorado

A Critique of Emotional Intelligence Kevin R. Murphy, 2014-02-25 This book analyzes important criticisms of the current research on Emotional Intelligence EI a topic of growing interest in the behavioral and social sciences It looks at emotional intelligence research and EI interventions from a scientific and measurement perspective and identifies ways of improving the often shaky foundations of our current conceptions of emotional intelligence With a balanced viewpoint A Critique of Emotional Intelligence includes contributions from leading critics of EI research and practice e g Frank Landy Mark Schmit Chockalingam Viswesvaran proponents of EI e g Neal Ashkanasy Catherine Daus as well as a broad range of well informed authors Proponents claim that EI is more

important in life than academic intelligence while opponents claim that there is no such thing as emotional intelligence Three key criticisms that have been leveled at emotional intelligence include 1 EI is poorly defined and poorly measured 2 EI is a new name for familiar constructs that have been studied for decades and 3 claims about EI are overblown While the book presents these criticisms the final section proposes ways of improving EI research and practice with EI theories tests and applications

The ABC's of Classroom Management Pamela A. Kramer, 2005 Control your classroom Draw on the ABC s broad repertoire of expert strategies to develop classroom expectations and manage student behaviors

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