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REDISCOVERING HOPE

Our Greatest Teaching Strategy

Richard L. Curwin

Rediscovering Hope Our Greatest Teaching Strategy

Emilie Sanchez



Rediscovering Hope Our Greatest Teaching Strategy:

Rediscovering Hope Richard L. Curwin, 1992-01-01 Provides strategies for teacher to create an atmosphere of hope and success in the classroom *Discipline With Dignity for Challenging Youth* Richard Curwin, Allen Mendler, 2004-01-01 Create positive change in your most challenging students with the help of practical strategies found in this resource Learn the five fundamental principles and seven goals that are the foundation of all effective discipline strategies The authors share proven practices for classroom discipline reveal reasons why students misbehave and offer 21 effective drug free ways to help students with ADHD **Creating a Democratic Climate for Kids** Mary Lou McCormick, 2020-10-28 The principles of

democracy freedom and the rights of individuals are taught from textbooks but the principles of autocracy and dictatorship are still practiced in most schools and homes It is no wonder our children feel unsettled defiant and even outright rebellious Many of our young people are growing up ignorant of and uncommitted to the great principles upon which our nation was founded The way to make children committed to our democratic way of life is to make them full participants in it This new guide is provided to assist educators and parents in making our schools and homes models of democracy giving our kids the freedom of choice and bestowing on them the basic rights of citizenship Parents and educators must unite as democratic leaders to guide coach and stimulate our young people to assume responsibility for themselves The future of our nation may depend on it **Character Matters** Thomas Lickona, 2004-02-10 In *Why Character Matters* a leader in the character

education movement and author of the landmark book *Educating for Character* Lickona now lays out 100 specific strategies that will help parents as well as teachers instill children with the values that will help them lead good and successful lives

Meeting Students Where They Live Richard L. Curwin, 2010-04-15 Motivation and hope are two items in short supply in many urban schools But it doesn't have to be that way according to Richard L. Curwin Based on input from teachers across the United States and on his own personal experiences Curwin offers suggestions that every school can use to keep students in the classroom and looking toward a brighter future In *Meeting Students Where They Live* Curwin urges teachers and administrators in urban schools to move away from a focus on control uniformity lack of tolerance and ironclad rules toward an approach based on compassion understanding tolerance and safety for all Each chapter examines problems common to urban schools and offers comprehensive long reaching remedies plus concrete strategies for engaging troubled and hard to reach youth *Meeting Students Where They Live* explores ways to Welcome all students Build lessons that involve and engage Stay motivated and energized Design assignments that students will actually do and Use evaluation to encourage and build learning rather than defeat it *Meeting Students Where They Live* also includes classroom activity sheets submitted by teachers working in a variety of urban environments from inner city schools to a detention center *Discipline with Dignity* Richard L. Curwin, Allen N. Mendler, Brian D. Mendler, 2018-04-16 In this revised and updated 4th edition *Discipline with Dignity* provides in depth guidance for implementing a proven approach to classroom management that can help students

make better choices and teachers be more effective Emphasizing the importance of mutual respect and self control the authors offer specific strategies and techniques for building strong relationships with disruptive students and countering the toxic social circumstances that affect many of them including dysfunctional families gangs and poverty Educators at all levels can learn The difference between formal and informal discipline systems and when to use each The role of values rules and consequences How to address the underlying causes of discipline problems that occur both in and out of school What teachers can do to defuse or prevent classroom disruptions and disrespectful behavior without removing students from the classroom Why traditional approaches such as threats punishments and rewards are ineffective and what to do instead How to use relevance teacher enthusiasm choice and other elements of curriculum and instruction to motivate students How to reduce both teacher and student stress that can trigger power struggles With dozens of specific examples of student teacher interactions Discipline with Dignity illustrates what you can do and not do to make the classroom a place where students learn and teachers maintain control in a nonconfrontational way The goal is success for all in schools that thrive

Promoting Family Wellness and Preventing Child Maltreatment Isaac Prilleltensky, Geoffrey Brian Nelson, Leslea Peirson, 2001-01-01 Deals with the promotion of emotional well being in families and the prevention of child maltreatment Values policies and resources are examined as both facilitators of and barriers to effective action **Making Good Choices** Richard L. Curwin, 2003-02-11 This guidebook offers teachers eight ready to use strategies to help students make good choices for good behavior in the classroom as well as in the real world **If Parents Cared Enough...** Mary M. Hall-Rayford, 2012-09-10 Everyone knows by now or least thinks they know that a majority of students especially inner city students fall short on standardized tests in most public schools Media reports as well as government entities always infer that the fault of low student performance falls on the shoulders of the teachers Really Teachers have no control over the environment in which a child is raised Teachers have no control over whether parents read or do not read to their children Teachers have no control over district policies that do not add up to real school reform Teachers have no control over legislators who care more about politics than educating children So how is it that it is always the teachers fault that students do not perform well Student performance in schools excel when parents are actively engaged in creating and maintaining an environment that is conducive to learning raising children who are respectful and responsible getting involved in the business of learning in the schools with the local school board and in electing officials responsible for legislation regarding education *Handbook of Psychosocial Characteristics of Exceptional Children* Vicki L. Schwann, Donald H. Saklofske, 2013-06-29 Research has documented the reciprocal effects of exceptionality and secondary psychosocial and behavioral characteristics This in depth handbook examines the categories of exceptionality most often described in educational behavioral and health practices Leading authorities from psychology education and medicine evaluate the key characteristics of particular exceptionalities from the vantage point of theory research assessment and intervention

Psychology of Hope C.R. Snyder, 2010-05-11 Why do some people lead positive hope filled lives while others wallow in pessimism In The Psychology of Hope a professor of psychology reveals the specific character traits that produce highly hopeful individuals He offers a test to measure one's level of optimism and gives specific advice on how to become a more hopeful person

Strategies for Successful Classroom Management Brian D. Mendler, Richard L. Curwin, Allen N. Mendler, 2007-12-14 Help difficult students change negative behaviors with these strategies for teaching conflict resolution and anger management handling power struggles successfully helping students prevent bullying and more

Resiliency in Action Nan Henderson, Bonnie Benard, Nancy Sharp-Light, 2007 How to build bounce back kids families schools and communities is the theme of Resiliency In Action Practical Ideas for Overcoming Risks and Building Strengths in Youth Families and Communities It is edited by internationally recognized resiliency expert trainer and consultant Nan Henderson M S W whose publications are used in more than 25 countries The book is a research based practical guide for educators counselors parents community organizers and mentors and is filled with the latest strategies for helping children families schools and communities bounce back from risk stress trauma and adversity More than two dozen experts in the fields of child family organizational and community resiliency contributed to the book which challenges a widely accepted myth about people especially young people who experience risks stress trauma and adversity in their lives according to Henderson Contrary to popular opinion the majority of these individuals over time do bounce back and do well There is a growing body of scientific research from several fields that documents this fact and yields important information as to what can be done every day to facilitate this process of overcoming This book is really three books in one it contains the most recent research hands on and practical strategies and stories of resilient individuals and best practices The book includes 60 chapters grouped in seven sections The Foundations of Resiliency Resiliency and Schools Resiliency and Communities Resiliency Connections Mentoring Support and Counseling Resiliency and Youth Development Resiliency and Families and Resiliency and the Brain

Disruptive Behaviour in Today's Classroom Canadian Education Association, 1996

BEHAVIOR MANAGEMENT STRATEGIES FOR TEACHERS Joan C. Harlan, Sidney T. Rowland, 2002-01-01 This book provides in great detail proven and tested methods for teachers to use to be successful in their behavior management and instructional efforts It provides teachers with all the necessary strategies they need for maintaining and increasing appropriate behaviors as well as for preventing and remediating inappropriate behaviors Teachers can select from hundreds of suggestions and approaches all based on real classroom examples about how to manage motivate and teach students of all ages ability levels and motivational levels The contents of this text reflect the authors nearly three decades of experience in the field of education as elementary and special education teachers and supervisors teacher educators educational consultants researchers and as the authors of numerous articles and eight other texts Their experiences led to the purposeful design of this text's layout and content namely that teachers at all grade levels need assistance that is straightforward easy to implement and realistic for

the variety of classroom settings and problem behaviors with which they are confronted The text content is largely drawn from eclectic research based as well as common sense and practical knowledge bases and the text is reader friendly and replete with easy to implement concrete specific suggestions Additionally each chapter has a summary of key concepts and references for additional reading are provided for each chapter and for the text as a whole Each chapter also contains suggested activities and assignments that instructors can use with their students The comprehensive index also allows readers to instantly access content and solutions as needed

Resources in Education ,1993 Handbook of Hope C. Richard Snyder,2000-06-07 Hope has previously been a construct more of interest to philosophy and religion than in psychology New research has shown however that hope is closely related to optimism feelings of control and motivation toward achieving one s goals The Handbook of Hope presents a comprehensive overview of the psychological inquiry into hope including its measurement its development in children how its loss is associated with specific clinical disorders and therapeutic approaches that can help instill hope in those who have lost theirs A final section discusses hope in occupational applications how the use of hope can make one a better coach teacher or parent Defines hope as a construct and describes development of hope through the lifespan Provides multiple instruments for measuring hope Guides professionals in how to assess hope levels discusses the importance of hope to relationships achieving goals and success at work *Durkheim and Modern Education* W.S.F. Pickering,Geoffrey Walford,2002-09-11 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 Educational Psychology Australian Edition Anita Woolfolk,Kay Margetts,2012-07-25 Learning and teaching is an integrated process and theory and practice cannot be separated As in the previous Australasian edition Educational Psychology 3e continues to emphasise the educational implications and applications of child development cognitive science learning and teaching Recurring themes throughout the text include ideas about education social and socio cultural aspects of education schools families and community development learning and curriculum and effective teaching Author Kay Margetts incorporates Australasian perspectives and applications using the work of Australasian researchers and teachers Numerous examples case studies guidelines and practical tips from experienced teachers are used in the text to explore the connections between knowledge understanding and practice The Beginning Teacher's K-6 Classroom Cynthia Wheatley Glenn,2020-02-26 This book has three main foci the purpose of learning the theory of learning and the practice of teaching The first two chapters explore why learning is important and what it actually looks like The second section concentrates on the theory of learning

identifying a few of the more easily recognized and practiced theories used in classroom teaching as well as the author's own learning theory Cognitive Free Will Learning Theory which describes how students will only learn if they choose to The last three chapters in this section discuss the role of the teacher working with teens and tweens and unlocking creativity in the classroom so that learning is abundant and fun The final part of the book is more practical in nature and deals with the nuts and bolts of preparing mentally to teach children as well as setting up the physical space of the classroom and its management As such beginning elementary education teachers and teacher candidates will find this guide book extremely helpful

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