

with a new preface by the author

REDISCOVERING HOPE

Our Greatest Teaching Strategy

Richard L. Curwin

Rediscovering Hope Our Greatest Teaching Strategy

Vicki L. Schwean, Donald H. Saklofske



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 *What Do You Say When...?* Hal Holloman,Peggy Yates,2013-10-11 Do you remember a time when you used the right words at the right moment and they made all the difference With the aim of helping you repeat that experience every day this book provides hundreds of examples of what we call Best Practice Language BPL a research based technique designed to help teachers use words to improve student behavior in the classroom and beyond In their years of working at the K 12 levels educators Hal Holloman and Peggy H Yates have identified the exact phrases and key words you can use to handle recurring disruptions inappropriate outbursts and students low self confidence among other classroom realities BPL will enable you to Set your expectations clearly on the first day of school Prevent and resolve conflicts between students Create a safe haven for shy apprehensive students Establish meaningful relationships with students built on trust Help students foster a respect for themselves their peers and for adults Maintain a positive classroom environment that encourages personal responsibility Whether you re a new teacher a veteran teacher a pre service teacher or school administrator the tools in this book will help you use words effectively in ways that resonate with students and provide them with clear and promising direction **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. Schwean,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

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

Strategies for Successful Classroom Management Brian D. Mendler,Richard L. Curwin,Allen N. Mendler,2007-12-14

The content is crucial for classroom teachers who want to help children learn alternatives to aggression. The authors don't just talk the talk; they walk the walk. Deborah Alexander Davis, Educational Consultant. The authors provide a clear rationale for teaching values and behaviors that can go a long way toward building learning communities. Barbara K. Given, Codirector, Adolescent and Adult Learning Research Center, George Mason University. Use these innovative strategies and provide positive role models for classroom and schoolwide behavior. From the authors of the Discipline with Dignity series, this practical resource offers the best motivational practices that make difficult students want to behave. This book emphasizes specific things to say and do to stop most problems before they start and how to handle disruptive student incidents without losing your dignity or attacking theirs. Teachers, administrators, and counselors will find guidance for teaching conflict resolution and anger management. Ending complaints of "That's not fair," "Stopping power struggles," "Helping students prevent and respond to bullying," "Developing effective school rules and consequences." This invaluable resource is ideal for educators dedicated to creating and sustaining safe, stable school environments where learning can flourish.

Resources in Education, 1993-10 **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.

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

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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