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DISCIPLINE IN THE **SECONDARY** **CLASSROOM**

Encouraging Responsible Behavior
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Discipline In The Secondary Classroom

Sylvester Kohut, Dale G. Range



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Discipline in the Secondary Classroom Randall S. Sprick, 2013-06-25 Revised edition of the classic book on classroom management. This third edition of *Discipline in the Secondary Classroom* is a treasure trove of practical advice, tips, checklists, reproducibles, and ready-to-use activities that will save secondary teachers time and help them become more effective educators. Both new and seasoned teachers will find the book invaluable for designing a management plan that prevents problems, motivates students, and teaches students to behave responsibly. Offers a proven classroom management plan based on Sprick's acclaimed STOIC framework for training teachers: Structure for success, Teach expectations, Observe and monitor, Interact positively, and Correct fluently. Includes information on everything from creating a vision for classroom behavior to addressing misbehavior and motivating students. Bonus DVD features video of Sprick explaining core practices. This accessible, value-packed resource shows educators how to work with students to create a well-managed classroom where learning can flourish.

Discipline in the Secondary Classroom Randall S. Sprick, Jessica Sprick, Cristy Coughlin, Jacob Edwards, 2021-08-04 Improve student behavior and motivation with this comprehensive resource. *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*, 4th Edition, is an insightful treatment of the always challenging topic of discipline in the high school classroom. The newly revised edition of the book incorporates a renewed focus on classroom management plans, handling the use and misuse of electronic devices in the classroom, and adapting instruction for a virtual classroom setting. *Discipline in the Secondary Classroom* discusses other issues crucial to the successful management of secondary classrooms and includes: How behavior is learned, Managing student work, Managing the use of technology and electronic devices in the classroom, Active engagement strategies for teacher-directed instruction, both the

physical classroom and the virtual classroom Corrective strategies for misbehavior and inattention Maintaining a Cycle of Continuous Improvement to be a better teacher each year Perfect for grade 9 to 12 classroom teachers and educational administrators including principals assistant principals staff development professionals and consultants Discipline in the Secondary Classroom constitutes an indispensable resource for anyone aiming to achieve a civil safe and fair classroom environment

Discipline in the Secondary Classroom, with DVD Randall S. Sprick, 2008-12-31 A teacher's success throughout the school year is largely determined by the events of the first few weeks of school In his highly successful book Discipline in the Secondary Classroom more than 100 000 copies sold classroom management guru Randall Sprick offers practical strategies for beginning the school year organizing the classroom for success and establishing rules and behavior expectations for students He also provides scores of helpful tips gathered from successful classroom teachers or gleaned from the latest educational research Discipline in the Secondary Classroom is a treasure trove of practical advice tips checklists reproducibles posters and ready to use activities that will save teachers time and help them become more effective educators Both new and seasoned teachers will find this book invaluable for designing a management plan that prevents problems motivates students and teaches them to behave responsibly Discipline in the Secondary Classroom includes nine chapters that cover everything from creating a vision for classroom behavior to modifying a student behavior plan as the school year progresses Also included is a DVD featuring Dr Sprick teaching two core topics from within the book How to finalize your classroom management plan and communicate it to students How to reinforce positive behavior in students rather than react to negative behavior

Discipline in the Secondary Classroom Randall S. Sprick, 2006 Guide to designing and implementing a positive practical behavior management plan in secondary schools These DVDs were developed specifically to complement the second edition of Randall S Sprick's book Discipline in the secondary classroom

Discipline in the Secondary Classroom Randall S. Sprick, 1985-09-30 Provides techniques to help solve common behavior problems in grades 7 12

Teacher Planner for the Secondary Classroom Randall S. Sprick, 2010-05-03 A must have resource for creating an effective classroom management program This daily planner based on Randall Sprick's bestselling Discipline in the Secondary Classroom helps teachers implement an effective behavior management plan throughout the school year Presented in a teacher friendly format Day by Day Discipline in the Secondary Classroom features a wealth of ideas including daily weekly logs for teachers to plan instruction record positive and negative interactions with students and track student progress Useful fill in worksheets for teachers to record their own discipline philosophy and classroom management priorities Weekly tips and task reminders to ensure teachers maintain positive relationships with all students and keep motivation levels high Attractive two color layout and special Wire o spiral binding to ensure durability and ease of use With Day by Day Discipline in the Secondary Classroom teachers will be able to make positive connections with all students and maintain a high level of motivation engagement and positive behavior in the classroom

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2000, **Discipline in the Secondary Classroom**, *Getting Classroom Management Right* Carol Miller Lieber, 2009
Getting Classroom Management Right provides resources specifically designed for teachers who work with adolescents and want to create learning environments that foster fairness mutual respect student accountability and self discipline It offers research based tools skills and guiding principles that enable secondary teachers to organize and manage their classrooms for optimal learning prevent most disruptive behaviors diagnose and respond to problematic behaviors efficiently and provide the right kinds of accountable consequences and supportive interventions that will help reluctant and resistant students to turn around their behavior ESR s five step approach to classroom management Guided Discipline and Personalized Support presents case studies and sample responses to six familiar problem types teacher qualities and skill sets associated with effective classroom management routines procedures and group learning protocols that build a high functioning classroom community essential practices strategies and scripts that invite student engagement cooperation and self correction individual and group strategies for supporting positive behavior and specific intervention protocols for chronic unwanted behaviors **Action on Discipline in the Secondary School** Pamela Munn, Great Britain. Scottish Education Department, 1993 **Discipline Survival Guide for the Secondary Teacher** Julia G. Thompson, 2010-11-09 Ideas for creating an orderly classroom where learning can thrive This unique hands on book is packed with tested ideas and strategies to help you create a classroom environment where good conduct and high achievement are the norm and where students become self motivated and take responsibility for their actions The second edition is fully revised and updated to reflect changes in the past decade Puts the focus on the teacher as a leader and coach who encourages students to buy into a classroom management approach Offers information about setting limits safety issues and protecting student s privacy Covers topics including technology disruptions in the classroom form i pods and cell phones computers in the classroom motivating engaging instructing students and communicating with students and parents This must have resource offers a comprehensive and accessible guide to discipline in the school setting complete with handy forms checklists and self assessments *Positive Classroom Discipline* Fredric H. Jones, 1987 **Handling Discipline Problems in the Secondary Classroom** Juhász György, 1998 **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

Handbook of Classroom Management Carolyn M. Evertson,Carol S. Weinstein,2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

The Use of First and Second Language in Chinese University EFL Classrooms Yi Du,2016-08-23 This book investigates first language L1 and second language L2 use in Chinese university classrooms focusing on the experiences of four Chinese EFL teachers who were teaching non English major students at four different proficiency levels It examines these four teachers actual use of L1 and L2 including the distribution of their L1 and L2 use the circumstances functions and grammatical patterns of their language use and their language use across different frames of classroom discourse It also explores their attitudes and beliefs regarding this issue in depth as well as their own perceptions of and reasons for their language use and possible influencing factors Through its detailed analysis of the teachers language use as well as their respective beliefs and decision making techniques this book contributes to L2 teachers professional development and L2 teaching in general especially with regard to establishing a pedagogically principled approach to L1 and L2 use

Strategies for Classroom Discipline Meryl E. Englander,1986 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 **Discipline Survival Kit for the Secondary Teacher** Julia G. Thompson,1998-09-15 This practical hands on resource is packed with tested tips techniques tools and activities such as 27 Power Packed Time Management Tips for Students Monitoring On the Run 20 Quick Techniques Missing Work Reminder List and 50 Sponge Activities to Keep Students Engaged in Learning All Period Long Includes over 50 ready to use or adapt forms checklists and letters Handbook of Research on Supporting Social and Emotional Development Through Literacy Education Tussey, Jill,Haas, Leslie,2021-06-25 The social and emotional welfare of students in both K 12 and higher education settings has become increasingly important during the third decade of the 21st century as students face a variety of social emotional learning SEL challenges related to a multitude of internal and external factors As concepts around traditional literacy education evolve and become more culturally and linguistically relevant the connections between SEL and academic literacy opportunities warrant considerable exploration The Handbook of Research on Supporting Social and Emotional Development Through Literacy Education develops a conceptual framework around pedagogical connections to social and emotional teaching and learning within K 12 literacy practices This text provides a variety of research and practice protocols supporting student success through the integration of SEL and literacy across grade levels Covering topics such as culturally relevant literacy digital literacy and content area literacy this handbook is essential for curriculum directors education faculty instructional facilitators literacy professionals practicing teachers pre service teachers professional development coordinators school counselors teacher preparation programs academicians researchers and students

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