

Types of Classroom Discipline

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Preventive
Discipline

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Supportive
Discipline

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Corrective
Discipline

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Assertive
Discipline

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Positive
Discipline

Discipline In Schools

**Kathryn Brady, Mary Beth
Forton, Deborah Porter**



Discipline In Schools:

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 *Closing the School Discipline Gap* Daniel J. Losen, 2014-12-01 Educators remove over 3 45 million students from school annually for disciplinary reasons despite strong evidence that school suspension policies are harmful to students The research presented in this volume demonstrates that disciplinary policies and practices that schools control directly exacerbate today s profound inequities in educational opportunity and outcomes Part I explores how suspensions flow along the lines of race gender and disability status Part II examines potential remedies that show great promise including a district wide approach in Cleveland Ohio aimed at social and emotional learning strategies *Closing the School Discipline Gap* is a call for action that focuses on an area in which public schools can and should make powerful improvements in a relatively short period of time **School Discipline** Ellen Jane Hollingsworth, Henry S. Lufler (Jr.), William H. Clune, 1984 Changing Conceptions of School Discipline Pickens Elmer Harris, 1928 *The Restorative Practices Playbook* Dominique Smith, Douglas Fisher, Nancy Frey, 2022-03-22 Utilize restorative practices to create a safe accepting and equitable school climate where learning can flourish When students have unfinished learning educators create opportunities for students to learn Unfortunately this role seems to end when it comes to behavior How can we turn behavior into a teachable moment The Restorative Practices Playbook details a set of practices designed to teach prosocial behaviors based on strong relationships and a commitment to the well being of others Implementing restorative practices establishes a positive academic and social emotional learning environment while building students capacity to self regulate make decisions and self govern the very skills students need to achieve In this eye opening essential playbook renowned educators Dominique Smith Douglas Fisher and Nancy Frey support educators with the reflection prompts tools examples and strategies needed to create restorative practices around several key concepts A restorative school culture grounded in respect that builds agency and identity establishes teacher credibility sets high expectations and fosters positive relationships Restorative conversations that equip adults and students with the capacity to resolve problems make decisions and arrive at solutions in ways that are satisfactory and growth producing Restorative circles that promote academic learning through dialogue build consensus in decision making and help

participants reach resolution through healing Formal restorative conferences that foster guided dialogue between victim s and offender s and include plans for re entry into the school community By becoming adept in the skillful use of restorative practices educators will foster equitable discipline that reduces exclusion and creates a school community driven by relationships and respect

School Discipline Louis Rosen,2005-02-01 Loaded with updates this newly revised second edition gives administrators all the tools they need to create a safe environment for both educators and students Spare the Rod Campbell F. Scribner,Bryan R. Warnick,2021-05-11 In Spare the Rod historian Campbell F Scribner and philosopher Bryan R Warnick think deeply about punishment and discipline practices in American schooling To delve into this controversial subject the authors carefully consider two major issues The first involves questions of meaning How have concepts of discipline and punishment in schools changed overtime What purposes are they supposed to serve And what can they tell us about our assumptions about education The second issue involves the justification of punishment and discipline in schools Are public school educators ever justified in punishing or disciplining students Are these things important for moral education Or are they fundamentally opposed to education If some form of punishment is justified in schools what ethical guidelines should direct its administration The authors argue that as schools have grown increasingly bureaucratic over the past century formalizing disciplinary systems and shifting from physical punishments to forms of spatial or structural punishment such as suspension school discipline has not only come to resemble the operation of prisons or policing but has grown increasingly integrated with those institutions These changes they argue disregard the unique status of schools as spaces of moral growth and community oversight and are incompatible with the developmental ethos of education What we need is a view of discipline and punishment that fits with the sort of moral community that schools should be

The Evolution of the Modern Concept of School Discipline Quincy Adams Kuehner,1913 **School Discipline and School Violence** Irwin A. Hyman,Avivah Dahbany,1997 Based on 35 years of teaching experience as well as research on the topic argues that all misbehavior in the elementary classroom can be understood within a theoretical construct that leads to applied and practical solutions for prevention and management Advocates for the rights of students to th *School Discipline, Classroom Management, and Student Self-Management* Howard M. Knoff,2012-06-12 An integrated comprehensive approach to positive behavioral supports and interventions How do you help students who act out or shut down due to academic frustration or whose social and emotional issues keep them from achieving success in school Based on Project ACHIEVE a nationally recognized model of school effectiveness and continuous improvement program this book shows you how Educators will find a pragmatic easy to follow blueprint for Positive Behavior Support Systems PBSS implementation that integrates academics instruction and achievement with discipline behavior management and student self management Award winning author Howard M Knoff provides guidance on Implementing a schoolwide discipline and safe schools program Teaching students interpersonal social problem solving conflict prevention and resolution and emotional

coping skills Guiding professional development staff and student buy in and evaluation Strengthening parent and community outreach and involvement Included are classroom charts and posters implementation steps and worksheets and action plans and checklists Case studies from more than 20 years of research and practice demonstrate how the book's strategies create positive climates pro social interactions and effective management approaches from classroom to common school areas The results The students involved are more cooperative and academically engaged have fewer disciplinary problems are more socially successful and earn higher grades and test scores *Classroom Discipline in American Schools* Ronald E. Butchart, Barbara McEwan, Barbara McEwan Landau, 1998-01-01 Breaks the silence regarding modes of classroom control bringing contemporary political moral and democratic perspectives to bear on the issues Student Discipline Strategies Oliver Clinton Moles, 1990-01-01 Almost a third of public school teachers have considered leaving teaching because of student misbehavior When asked what were the greatest problems facing their local schools respondents to Gallup polls have cited discipline first almost every year back to the early 1970s Discipline problems may range from crimes in schools such as robbery and drug dealing committed by students or intruders to lack of respectful behavior toward teachers and classmates and the spectrum from crimes to disrespect is discussed in the chapters of this ground breaking volume This collection by leading scholars should be useful to social scientists educational researchers educators and school administrators all those who need to understand how specific and manipulable features of schools classrooms and their surrounding environments affect the course of student behavior and prospects for sustained improvement in the discipline climate in schools The information in these chapters provides many practical ideas as well as some cautions for trying new approaches to make schools more orderly learning environments for all students *School Discipline in an Age of Rebellion* Knute G. Larson, 1972 **The Educator's Guide to Assessing and Improving School Discipline Programs** Mark Boynton, Christine Boynton, 2007-12-15 Blending research with teacher developed strategies this book helps teachers better understand students cultural differences and turn educational challenges into educational opportunities Constructive School Discipline Walter Robinson Smith, 1924 **Judging School Discipline** Richard Arum, 2005-09-30 Reprimand a class comic restrain a bully dismiss a student for brazen attire and you may be facing a lawsuit This is an account of how decades of mostly well intended litigation have eroded the moral authority of teachers and degraded the quality of American education **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 Discipline in the School Eric Paul Hartwig, Gary Marvin Ruesch, 1994 *Zero Tolerance Discipline Policies* Brian Schoonover PhD, 2009-03-20 Mandatory punishments for disciplinary offenses have been included in school districts Student Codes of Conduct since it was mandated by the GunFree Schools Act of 1994 While zero tolerance policies were initially created to protect students and teachers from gun attacks in schools the way in which these policies have actually been implemented in schools has prompted some parents educators and politicians to challenge them and call for zero tolerance policy reform Since 1994 a majority of school districts have expanded their use of zero tolerance policies to include infractions other than those included to keep guns out of schools Zero Tolerance Discipline Policies the first comprehensive study of its kind conducted by author Dr Brian James Schoonover examines the history of zero tolerance policies including the practice of adding offenses other than the possession of guns to these policies With practical action oriented recommendations on ways policymakers and educational leaders can improve how students are disciplined Zero Tolerance Discipline Policies offers recommendations on what should be included in a model Student Code of Conduct as well as a recommendation for starting a ThreeCHANCE Changing Habits After New Character Education system of educational placements to ensure all students are educated in a safe and appropriate facility

Reimagining School Discipline for the 21st Century Student John A. Williams III, Chance W. Lewis, 2022-01-01

Regularly schools and their personnel enact school disciplinary practices without considering how to harness the engagement of students practitioners and communities to enact transformative changes that reduce if not eliminate punitive school discipline approaches Reimagining School Discipline for the 21st Century centralizes the assets and strengths of historically marginalized students and the professional knowledge of school personnel as possible avenues to implement solutions to eliminate school discipline disproportionality Rather than redressing the issues of school discipline disproportionality overall this book examines the existence of school on student groups who according to research and national and state reports are afflicted the most African American Latinx Native American and LGBTQ population A confluence of these identities can exacerbate such disproportionality which based on the literature decreases the academic growth of students However situated within these disparities are opportunities to better and critically engage students based on their cultural racial ethnic and social emotional learning assets The significant feature of this book lies in its purpose and audience reach Each chapter was written based on the scholar s affinity to that student group or practitioner s affiliation to that specific profession This provides a genuine perspective and knowledge based on first hand experiences concerning

school discipline and applicable approaches to remedy such issues. Additionally, all the chapters articulate the pressing issue of school discipline according to their group and explicate best practices to best serve the assets of students in K-12 school settings. As this book is situated, the intended audience is for the following stakeholders: policy makers, social workers, school counselors, school administrators, teachers, and community organizers who want to make impactful and socially just changes in their schools immediately.

Decoding **Discipline In Schools**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Discipline In Schools**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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