

Choice Theory in the Classroom (1988)

“If what is being taught does not satisfy the needs about which a student is currently most concerned, it will make little difference how brilliantly the teacher teaches—the student will not work to learn.” (21).

Small Group Activity:

1. What do we (teachers and students) need in order to be successful in this classroom this school year?
2. Generate a list of terms, such as respect, trust, and time management, then explain in a paragraph what it means, what it looks like, and what it sounds like.
3. These paragraphs help establish the classroom environment and relationships that we will share the entire school year.

Choice Theory In The Classroom

**Earl J. Ginter, Gargi Roysircar, Lawrence
H. Gerstein**



Choice Theory In The Classroom:

Choice Theory in the Classroom William Glasser, M.D., 2010-11-16 William Glasser M D puts his successful choice theory to work in our schools with a new approach in increasing student motivation Dr Glasser translates choice theory into a productive classroom model of team learning with emphasis on satisfaction and excitement Working in small teams students find that knowledge contributes to power friendship and fun Because content and the necessary student collaboration skills must be taught teachers need to develop skills if they are to use this model successfully The dividends are turned on students and satisfied teachers Madeline Hunter University of California at Los Angeles Choice Theory in the Classroom is a landmark book without question one of the most important and useful books for teachers to appear in a long while Written with rare lucidity and grace the book has numerous instantly usable ideas that will contribute fundamentally to the success of classroom teachers William Glasser combines his extensive theoretical expertise and wide practical experience to provide a practical and illuminating guide for teachers that should be required reading in every college of education in the country David and Roger Johnson University of Minnesota Choice Theory in the Classroom presents an insightful analysis of what is wrong with traditional school and what need to be done about it Dr Glasser gives a compelling rationale for the use of learning teams in schools to capture the excitement and commitment students display in sports but rarely in the classroom The book is well written and persuasive I hope every teacher in America buys it believes it and behaves accordingly Robert Slavin John Hopkins University

The Classroom of Choice Jonathan C. Erwin, 2004-05-15 Outstanding a great guide for teachers who want to succeed with every student they teach William Glasser Teachers everywhere face the daily challenge of engaging students whose knowledge skills needs and temperaments vary greatly How does a teacher establish a learning environment that supports the class as a whole while meeting the particular needs of individual students Teacher Jonathan C Erwin believes the answer lies in offering real opportunities to students rather than throwing up the obstacles inherent in traditional discipline and motivation techniques At the heart of his approach are the five basic human needs of William Glasser's Choice Theory survival and security love and belonging power through cooperation and competency freedom and fun By understanding and attending to these needs teachers can customize and manage a classroom environment where students learn to motivate and monitor themselves Drawing on theories and practices from experts in a variety of learning techniques Erwin explores each of the five basic needs to create nearly 200 adaptable strategies for teaching and classroom management at any grade level Readers will find dozens of ideas for helping students make positive changes including Improving their work habits Connecting curriculum with individual interests Opening lines of communication with teachers and other students Boosting self worth through accomplishment and Supporting their classmates in cooperative work Erwin ties everything together in a unit guide that allows teachers to develop a classroom profile based on the needs of individual students The guide can be used with any district planning approach or curriculum For teachers seeking a win win situation in

managing their classrooms The Classroom of Choice is an excellent aid in creating a learning environment in which students and teachers approach each day with energy and enthusiasm Note This product listing is for the Adobe Acrobat PDF version of the book *Making Choice Theory Work in a Quality Classroom* Sally Berman,1997-01 This book focuses on teacher behavior and explores the concept of noncoercive classroom management It is a companion to a previous book *A Multiple Intelligences Road to a Quality Classroom* The book describes what teachers can do to eliminate fear and coercion model learning tasks honor all ways of being intelligent collect authentic information about student learning and make classrooms joyful places in which to work and learn Chapter 1 describes how to change the classroom management system and create a reinforcing feedback system Chapter 2 discusses establishing and maintaining a quality physical emotional and collegial climate for effective learning Chapter 3 explains how to manage classrooms for quality classwork focusing on making learning meaningful building on what students know modeling tasks expecting quality and using self evaluation for growth Chapter 4 discusses using choice theory in the classroom explaining that the principles of choice theory involve meeting basic needs and learning appropriate behavior Chapter 5 highlights the importance of creating cooperative learning group environments that satisfy all students needs Chapter 6 explains the theory and use of multiple intelligences to target all students strengths Chapter 7 describes quality authentic assessment and evaluation in the classroom Each chapter includes student activities SM *The Classroom of Choice* Jonathan C. Erwin,2024-10-11 Tapping into students innate drives is the key to more empowered learning and favoring choice over control is the secret to keeping students engaged and on task In this new edition of *The Classroom of Choice* Jonathan C Erwin expands upon his pivotal tenets of student motivation and shows teachers how to apply Choice Theory to create safer and more connected empowered and joyful environments for all learners with updated research and activities to reflect diverse student populations It starts with motivation and trust External motivation strategies such as punishments and rewards rarely inspire passion to learn Erwin s approach focuses on developing and leveraging students intrinsic motivation which is grounded in universal human needs for Survival and safety Love and belonging Competence and empowerment Autonomy and freedom Fun and play This book provides more than 100 proven classroom activities and strategies along with a unit planning guide you can use to create intrinsically engaging lessons or improve existing ones You ll also find language and a framework you can use to help students adapt their behavior in responsible and effective ways A learning environment that satisfies students basic needs not only prevents disruptive behavior but also encourages students to be fully engaged in quality learning The Classroom of Choice will help you understand and attend to these needs manage today s classroom challenges more easily and empower your students to be more successful and independent learners *Happiness is Up to Me : a Teacher's Journey to a Choice Theory Classroom* Angela Ward,2005 Are you tired of teaching the best you can teach and still waiting for that feeling happy of true accomplishment to appear Are you teaching as hard as you can and still feel the kids are not attaining their personal best Do

you want an on top of the world feeling that only true happiness can give you This book will help you to be a more successful teacher It will help you focus on what is going well and help you change your behaviors to have better days It will help you become the teacher that within your heart you are Connect with someone who has climbed the mountain and celebrates being one of the champions Making Choice Theory Work in a Quality Classroom Sally Berman,1998 Research Anthology on Navigating School Counseling in the 21st Century Management Association, Information Resources,2021-04-16 School counseling in the 21st century requires a new set of skills and practices than seen in past decades With a sharper focus on social justice the experiences and challenges for marginalized groups and more open discussions as to issues students face school counselors must be best equipped to handle all types of diverse students and situations School counselors and guidance programs must address multicultural needs underserved populations and students with issues ranging from mental illness to family issues to chronic illnesses and LGBTQ identities Moreover they must be prepared to guide students to learning success and adequately prepare them for future careers The challenges students face in the 21st century lead to new ways to prepare support and educate school counselors in modern educational atmospheres with student bodies that are handling vastly different challenges identities and lifestyles School counselors must navigate the profession with information on best practices techniques and 21st century skillsets that can adequately support and help all students The Research Anthology on Navigating School Counseling in the 21st Century provides emerging research on the best practices in school counseling along with methods techniques and professional development initiatives to better understand diverse student populations needs and challenges This book will not only focus on how school counselors must adapt and learn in their own professional careers but also how school counseling is functioning in the 21st century with the new concerns and obstacles students must face and overcome The chapters provide a holistic view of how counselors are navigating their positions to best serve their students through effective practices programs and new tools and technologies This book is ideal for school counselors therapists school psychologists counseling educators administrators practitioners researchers academicians and students who are interested in school counseling in the 21st century *Collective Improvisation in a Teacher Education Community* Linda Farr Darling,Galen Erickson,Anthony Clarke,2007-04-03 It is the longevity of CITE that prompted the authors to turn their inquiries about teaching and learning to the challenges of sustaining their own project The result is a collection that chronicles some of the lessons learned through their many experiences The book represents multiple viewpoints on what counts as reform in teacher education and includes the voices of students aspiring teachers who are rarely asked to contribute to such projects *Schools and Society* Jeanne H. Ballantine,Joan Z. Spade,2008 Presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today **An Exploration of William Glasser's Choice Theory in Classroom Management** Robert Pertti Paularinne,2007 The purpose

of the study was to investigate whether secondary school teachers used Glasser's choice theory in classroom management and how it was operationalized and or to describe the alternative approaches they may be taking to classroom management. The study was a qualitative case study of five highschool teachers. Methods included semi structured interviews and fieldnotes. The study explored the perceptions of five highschool teachers regarding the efficacy of Glasser's 1998a choice theory in terms of their classroom management strategies and personal responsibility. According to Glasser individuals achieve responsible behaviour when they attempt to satisfy their own needs without depriving other people of the same opportunity.

A Guide to Promoting a Positive Classroom Environment Umesh Sharma, John Roodenburg, Steve Rayner, 2015-01-01 Winner 2016 Exceptionality Education International Book Prize Award. This award is for excellence in publishing in the area of special education for the year 2015. This award winning book explores thinking about teaching and learning as an educative process. It is about creating a positive learning environment for all students and is different from most other books on such a topic. It is written by three experienced teachers who as academics in the pursuit of evidence based practice have progressed research and teaching in special education, educational psychology and leadership. To breathe life into what is too often presented as dry theory they share a narrative of their working experiences. This narrative takes us on a journey where we will meet different characters. It aims to empower the reader by illustrating a range of research driven strategies through the voices of the characters. The reader will hear the lived experiences of students, parents, new and experienced teachers, teacher assistants and school leaders. In their stories the authors seek to share helpful understandings of realistic ways that can address everyday challenges conducive to positive relationships, environments and learning.

Creating Caring and Supportive Educational Environments for Meaningful Learning Daniels, Kisha, Billingsley, Katrina, 2018-09-14. This title is an IGI Global Core Reference for 2019 as it is edited by leading education scholars from Duke University and contributed by over 22 leading education scholars from the U.S. This publication provides the latest research on creating a well rounded education system through blending technical and human aspects of learning. With comprehensive coverage on fostering relationships, multicultural responsive learning, parent engagement and more, this book is ideally designed for teachers, administrators, researchers and academicians. Creating Caring and Supportive Educational Environments for Meaningful Learning is a collection of innovative research on the practical and theoretical questions involved in organizing traditional and nontraditional areas of study around themes of care and support for students within the framework of current educational systems and standards. While highlighting topics including service learning, ethics of care and student mental health, this book is ideally designed for teachers, administrators, researchers and academicians seeking current research on the importance and ethics of the human aspects of education.

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01. Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias, no publication

exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single easily accessible volume. A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included. The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, and Leadership Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include: a description of the theory with goals, assumptions, and aspects particular to the theory; b) the original development of and interactions of the theory; c) validation of the theory; d) generalizability of the theory across cultures, ethnicities, and genders; e) the use and application of the theory; f) critiques of the theory; g) any instruments associated with the theory; and h) two to five particular studies exemplifying particular theories as individuals have used them in the theoretical framework of dissertations or published articles, and be written by the original theorist or prominent contributors to the theory. The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested audience. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book has more meaning for practitioners.

Theories and Applications of Counseling and Psychotherapy Earl J. Ginter, Gargi Roysircar, Lawrence H. Gerstein, 2018-03-22. Theories and Applications of Counseling and Psychotherapy provides students with the foundational knowledge needed to implement various therapeutic approaches in individual and family counseling. The dynamic author team of Earl J. Ginter, Gargi Roysircar, Sodowsky, and Lawrence H. Gerstein presents theories through a multicultural and social justice oriented lens including evidence to support each theory. Students will embrace chapter concepts through vibrant illustrations and relevant examples from movies, TV shows, news articles, and other sources presented throughout.

Applying Glasser's Choice Theory to Teaching English Albina Škerbinc, 2016. Education without coercion makes possible high quality relationships between teachers and students as well as among students themselves. It encourages autonomy, teaches responsibility, and tends to achieve long term results thanks

to students engagement A condition for its functioning lies in shared power and shared decision making It is a long term process of personal growth and not a simple technique that a teacher would quickly learn and then forever impeccably use In this paper I interviewed three English teachers who have had some experience with William Glasser s choice theory ideas in practice Two out of three achieved the goals they set for themselves whereas the third teacher experimented only for a little while before taking on new projects and forgetting about Glasser Results seem to be in correlation to one s persistence Teaching according to choice theory means heeding one s intrinsic motivation and one s free will and consequently creating right human relationships

Quality School William Glasser, M.D.,2010-11-16 Glasser recommends non coercive methods developed in Japan to help students to see the value of education and to strive for quality in their schoolwork Classroom Management M. Lee Manning,Katherine Toth Bucher,2007 Lee Canter presents strategies that address the complex issue of managing student behavior in the classroom

Classroom Discussion Topics Based on William Glasser's Choice Theory and Seven Caring Versus Deadly Habits Dan Lukiv,2019-08-09 Revised Edition LukivPress Sardis BC 2019 Previously published as The Ten Axioms and Seven Caring Versus Deadly Habits based on William Glasser s Choice Theory Socio Emotional Discussion Groups McNaughton Centre Quesnel BC 2007 Introduction In this socio emotional program axioms are word for word quotes from Glasser s Choice Theory and the habits come directly from Glasser s Seven Caring Habits and Seven Deadly Habits Resources for discussions 1 Students opinions and experiences and 2 Teacher s knowledge of Glasser s psychological theories This program should help students psychologically explore themselves and their relationships with others For each of 24 weeks students construct a single class web that they daily add information to based on the discussion topic axiom or habit of the week

Inspiring the Best in Students Jonathan C. Erwin,2010-04-28 Presents concepts on how to inspire students to learn behave responsibly and improve their relationships with themselves other students and teachers

The Effect of Choice Theory on Academic Success in the Special Education Classroom Alison Howland,2004

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