

With All Due Respect Keys For Building Effective School Discipline

Promoting Effective Discipline in School and Classroom School Discipline, Classroom Management, and Student Self-Management Policies and Procedures To Develop Effective School-Wide Discipline Practices at the Elementary School Level. CASE With All Due Respect Instead of Suspension Oversight on School Discipline Oversight on School Discipline Implementing Effective School-wide Student Discipline and Behavior Management Systems: A Qualitative Study of Effective School Discipline Practices Inequality in School Discipline Classroom Discipline for Effective Teaching and Learning School Discipline Student Discipline Strategies Secondary School Discipline Study Handbook for Developing Schools with Good Discipline Guidelines for School Discipline Creating Effective Schools Handbook of Successful School Administration An Analysis of School Effectiveness Ratings and an Investigation of Effective Schools' Characteristics Classroom Discipline and Management Donald R. Grossnickle Howard M. Knoff Lori L. Newcomer Ronald G. Morrish Jane Wettach United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education États-Unis. House of representatives. Committee on education and labor. Subcommittee on elementary, secondary and vocational education Dr. Howie Knoff Mary Faye Nelson Russell J. Skiba Laurel N. Tanner William Chandler Bagley Oliver C. Moles Joseph Kuthemba Mwale William W. Wayson Pennsylvania. Division of Pupil Personnel Services Wilbur B. Brookover Prentice-Hall, Inc Lawrence C. Stedman Clifford H. Edwards Promoting Effective Discipline in School and Classroom School Discipline, Classroom Management, and Student Self-Management Policies and Procedures To Develop Effective School-Wide Discipline Practices at the Elementary School Level. CASE With All Due Respect Instead of Suspension Oversight on School Discipline Oversight on School Discipline Implementing Effective School-wide Student Discipline and Behavior Management Systems: A Qualitative Study of Effective School Discipline Practices Inequality in School Discipline Classroom Discipline for Effective Teaching

and Learning School Discipline Student Discipline Strategies Secondary School Discipline Study Handbook for Developing Schools with Good Discipline Guidelines for School Discipline Creating Effective Schools Handbook of Successful School Administration An Analysis of School Effectiveness Ratings and an Investigation of Effective Schools' Characteristics Classroom Discipline and Management *Donald R. Grossnickle Howard M. Knoff Lori L. Newcomer Ronald G. Morrish Jane Wettach United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education États-Unis. House of representatives. Committee on education and labor. Subcommittee on elementary, secondary and vocational education Dr. Howie Knoff Mary Faye Nelson Russell J. Skiba Laurel N. Tanner William Chandler Bagley Oliver C. Moles Joseph Kuthemba Mwale William W. Wayson Pennsylvania. Division of Pupil Personnel Services Wilbur B. Brookover Prentice-Hall, Inc Lawrence C. Stedman Clifford H. Edwards*

this practical self help guide approaches the topic of student discipline from the practitioner s perspective chapter 1 prescribes a teamwork approach to schoolwide and classroom discipline involving a schoolwide commitment to mutual respect among students and staff and positive classroom management by teachers chapter 2 offers as practical advice 40 brief simple truths about school discipline chapter 3 presents a three part systems approach to designing a comprehensive discipline program and outlines 23 essential discipline program components chapter 4 establishing a positive approach identifies guiding principles and specific steps toward promoting a more disciplined learning environment in schools chapter 5 outlines responsibilities of teachers and administrators in designing a preventive discipline program and provides two illustrative case studies chapter 6 presents a schoolwide model for establishing a preventive approach while chapter 7 is an extensive discussion of discipline intervention by administrators and counselors chapter 8 provides a case study of the steps taken by a chicago area high school in launching a schoolwide climate improvement project focusing on effective discipline nine appendixes provide sample documentation and administrative instruments for various aspects of a school discipline program te

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

elementary schools can play an important role in early identification of and intervention for children with problem behavior by creating the infrastructure to provide preventive proactive supports for all students this monograph provides an overview of key features of effective school wide systems of positive behavior support pbs at the elementary school level it begins by discussing research findings on effective school wide discipline practices based on pbs key features of pbs are described including the emphasis on prevention and the use of a continuum of supports that focus on increasing appropriate behavior policies and procedures that enhance organizational capacity for successful implementation are summarized and include 1 provide proactive discipline handbooks to educators that detail the behavioral expectations 2 adopt research validated practices 3 build durable systems that include data based decision making and screening for early intervention team based problem solving and systematic communication and 4 use systems that enhance behavioral capacity by establishing student support teams and providing staff development the role of the administrators in the development of a school wide system of pbs is explained along with the strategies for establishing a district wide system of pbs contains 50 references cr

based upon the author's secrets of discipline with all due respect helps teachers develop their personal discipline skills and teaches the essential strategies for building discipline as a team

this report catalogues eleven alternatives to school discipline designed to transform school discipline from a system of punishment to a system of student development the various alternatives have been shown to improve student behavior maintain school safety and enhance academic achievement the approaches fall into three categories first are programs that seek to improve the culture within an entire school they rely on professional development to encourage all school staff to implement positive behavioral interventions second are programs that teach individual professionals better skills in behavior management and student discipline both teachers and school resource officers are targeted by these programs that teach adolescent development and effective conflict resolution third are approaches that change the response of school to misbehavior by students these approaches either replace school suspension with another type of response to misconduct or offer alternative activities to students during times of suspension most aim to help students avoid future misconduct the final strategy highlighted in the report policies reducing the use of suspension as a discipline tool can complement any of the other approaches described

today's school wide positive behavioral support approaches are more specific integrated effective and comprehensive than ever before this electronic book describes the components and specific elements of project achieve's evidence based positive behavioral self management system pbss that addresses the prevention intervention and intensive needs of challenging students and is fully consistent with nclb and idea project achieve is a national award winning school improvement program that has been designated as an evidence based through two federal agencies for example the department of health human services' substance abuse and mental health services administration samhsa this e book first describes project achieve's pbss at the primary secondary and tertiary prevention levels focusing on the following areas a teaching children and adolescents functional self management skills using the stop think social skills program such that they master and demonstrate interpersonal problem solving and conflict resolution skills as well as independent learning and academic engagement skills b teaching teachers

the instructional self management skills that they need to run positive effective classrooms that consistently hold students accountable for their behavior and that result in student learning and behavioral growth and c teaching school staff organizational self management skills so that they develop the systemic approaches needed for identifying resources and building capacity to independently sustain successful building wide services for the prevention strategic intervention and intensive support needs of all students the six critical components that make up the pbss then are presented in detail a the stop think social skills program b the development of grade level and building wide accountability systems c how to increase staff and student consistency d the analysis of u201cspecial situations u201d behavioral situations that occur in the common areas of a school and or that involve peer mediated teasing taunting bullying harassment and physical aggression e crisis prevention intervention and response and f the importance of home and community outreach finally the e book focuses specifically u201cspecial situations u201d and u201cspecial situation analyses u201d there are two types of u201cspecial situations u201d u2014setting specific and student or peer specific the setting specific special situations involve the common or u201cpublic u201d areas of a school the hallways bathrooms cafeteria playground media center library buses and other school gathering places the student or peer specific special situations involve the continuum from teasing to taunting to bullying to harassment to physical aggression or fighting clearly these u201csetting u201d and u201cstudent u201d situations are critical to a pbss as they can positively contribute to a school u2019s positive climate or they can negatively interfere with the classroom climate making it more difficult for students to be completely engaged and focused on academic achievement in order to develop strategic interventions for these negative special situations this e book describes how to conduct a u201cspecial situations analysis u201d u2014a systematic data based problem solving process that links problem identification to functional assessment problem analysis to intervention and to formative and summative evaluations the functional assessment problem analysis domains discussed will include a student characteristics issues and factors b teacher staff characteristics issues and factors c environmental characteristics issues and factors physical plant and logistics d incentives and consequences and e resources for student specific special situations the peer group is added to the analysis in the end this e book describes a functional effective and comprehensive school wide system that maximizes students u2019 academic achievement creates safe school

environments and positive school climates increases and sustains effective classroom instruction and parent involvement and collects data to demonstrate student and building outcomes this e book describes the necessary components of a pbss and provides an in depth and practical step by step approach to the special situation analysis demonstrating its explicit link with the strategic interventions that help schools to decrease or eliminate these issues u2014thus increasing their positive and productive school climates and classroom settings

many educators and parents are gravely concerned about disorder and danger in school environments in addition to school discipline issues american classrooms are frequently plagued by minor infractions of misbehavior that disrupt the flow of classroom activities and interfere with learning the purpose of this qualitative study was to investigate common threads of effective school discipline practices as perceived by administrators tenured teachers and parents in 20 schools in east tennessee i also attempted to determine if the views of administrators tenured teachers and parents are consistent with published research on school discipline practices data were collected from administrators tenured teachers and parents through an open ended interview form that i designed the study offers a number of recommendations regarding components of effective school discipline practices an effective school discipline practice involves all stakeholders in its design the principal and the teachers are responsible for carrying out the school discipline practices to foster appropriate behavior from the students however parents students and community members should be equally represented in the design of discipline procedures administrators and teachers need to have quality professional development opportunities to acquire strategies for classroom and school discipline practices rewarding students for good behavior and positive contributions to the school community is important effective discipline practices are built through consistency and teamwork evaluation of school discipline practices should be ongoing and strategies for reducing school disruptions should be continuously assessed for improvements

this edited volume fills a critical void by providing the most current and authoritative information on what is known about disciplinary disparities school exclusion out of school suspension and expulsion in particular remains a substantial component of discipline in our nation s schools and those consequences continue to fall disproportionately on certain groups of

learners the negative consequences of frequent and inequitable use of school exclusion are substantial including higher rates of academic failure dropout and contact with the juvenile justice system as educators policymakers community leaders and other youth serving organizations begin the difficult work of creating more equitable school disciplinary systems the need for effective disparity reducing alternatives could not be more important drawing on the multi year ground breaking work of the discipline disparities collaborative the chapters in this book provide cutting edge knowledge supporting a new national imperative to eliminate race gender disability and sexual orientation based disciplinary disparities

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

using the results of a national survey of over 500 schools identified as having good discipline this handbook presents guidelines for improving school discipline an introductory chapter offers an overview of the survey project in the second chapter the authors list 13 characteristics identified in the survey that are common to schools with good discipline along with examples of survey responses the 13 characteristics relate to the role of the principal conventional school activities school environment orientation to students causes of discipline problems school ties to parent and community and staff enthusiasm drawing further on the survey results the third chapter summarizes 100 activities for improving school discipline organized around eight goals improving problem solving reducing status and authority

differences increasing students sense of belonging promoting self discipline reaching more students strengthening school home interactions and improving school organization and facilities chapter 4 provides a 110 item rating scale the discipline context inventory to help schools identify ways to better their discipline practices in the final chapter the authors formulate eight principles for school improvement and outline a step by step planning and action guide for implementing disciplinary change author rw

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