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OLAE2X - TOWNSEND DICKERSON

This text analyzes research from more than 100 studies on classroom management to discover the answers to these questions: How does classroom management affect student achievement? What techniques do teachers find most effective? How important are schoolwide policies and practices in setting the tone for individual classroom management? With student behavior and effective discipline a growing concern in schools, this comprehensive analysis is a timely guide to the critical role of classroom management in student learning and achievement.

Practical Behaviour Management for Primary School Teachers will provide you with practical strategies at every part of your teaching journey, enabling you to create an inclusive environment in your own classroom. By giving you step-by-step guidance on different strategies that you can implement, Tracey Lawrence supports you on the journey to unlock the potential of every child – because every child deserves a high quality education. The book will top up your teaching toolkit by covering a range of topics around managing behaviour, from low-level issues to more extreme cases, as well as well-being and mental health concerns. It provides case studies, discusses the responsibilities of the teacher, how to set meaningful targets, plus lots of tips on how to get the best out of available support and intervention strategies. Not only that, you also get real classroom anecdotes and exercises to use in lessons right away so you feel fully prepared to support all children with confidence.

This reader-friendly, practical book offers you a solid foundation for developing an individualized classroom management plan that suits your unique instructional philosophy. This book examines a variety of models of classroom management arranged according to their primary focus: classroom management as discipline, classroom management as a system, and classroom management as instruction. Presenting a scholarly review of the research base on classroom management, this book will show you how each of the models effectively addresses current Interstate New Teacher Assessment and Support Consortium (INTASC) standards. In the third edition, the practical orientation of previous editions has been retained while providing you with an updated view of classroom management models and research. Revisions include: MyEducationLab for Classroom Management is integrated throughout the new edition. This new website features interactive simulations, classroom video, videos of discipline experts, assignments, and activities for students. New Chapter 11 on Positive Behavior Support as a model of classroom management. In 1997 Positive Behavior Support (PBS) became an important aspect of most schools' classroom management system when the amendments to the Individuals with Disabilities Education Act (IDEA) became law and required that schools use positive behavioral support and functional behavioral assessment with students with significant behavioral disabilities. Since then, over seven thousand schools have adopted PBS as their primary management plan. New Chapter 14 focuses on research-based best practices in classroom management. This chapter provides nine proven strategies for managing classrooms. New feature Strategies for Dealing with Difficult Students. Classroom teachers need specific strategies for working with students whose behavior is not changed by the strategies that work for the majority of students. Each model now provides more specific information on how to deal with these difficult students. Seven new tables and figures within the text that are designed to give more practical suggestions for using the models. Seven new Tips from the Field provided by state teachers of the year.

This book focuses on tier two strategies for classroom management. When teachers feel empowered with information, classroom management is easier. This book is filled with specific strategies based on Dr. Riffel's Triple T- Triple R chart. The three T's are 1) Trigger (what sets the behavior in motion), 2) Target (what behavior do you want to target for change), and 3) impacT (what is the student gaining or escaping by engaging in this behavior). The three R's to combat the three T's are 1) Revise the environment (set the student up for success by changing the environment, 2) Replace the behavior (Teach the student what you want to see instead of telling them what not to do, and 3) Reframe your response (change how you react to the target behavior and feed the replacement behavior. When these three formats are followed, the behavior dissipates. This book also includes specific strategies on many common classroom target behaviors. This book coincides with Dr. Riffel's Tier Two Training.

A teacher's ability to manage the classroom strongly influences the quality of teaching and learning that can be accomplished. Among the most pressing concerns for inexperienced teachers is classroom management, a concern of equal importance to the general public in light of behavior problems and breakdowns in discipline that grab newspaper headlines. But classroom management is not just about problems and what to do when things go wrong and chaos erupts. It's about how to run a classroom so as to elicit the best from even the most courteous group of students. An array of skills is needed to produce such a learning environment. The SAGE Encyclopedia of Classroom Management raises issues and introduces evidence-based, real-world strategies for creating and maintaining well-managed classrooms where learning thrives. Students studying to become teachers will need to develop their own classroom management strategies consistent with their own philosophies of teaching and learning. It is hoped that this work will help open their eyes to the range of issues and the array of skills they might integrate into their unique teaching styles. Key Features: 325 signed entries organized in A-to-Z fashion across two volumes Reader's Guide grouping related entries thematically References/Further Readings and Cross-References sections Chronology in the back matter Resource Guide in the appendix This encyclopedia is an excellent scholarly source for students who are pursuing a degree or position in the field of education. The SAGE Encyclopedia of Classroom Management is an ideal source for all academic and public libraries.

Useful and practical strategies and skills to help today's teachers to manage classroom behavior and discipline.

This book is uniquely organized around four major components emphasizing the integration of effective teaching, proactive preventive strategies,

practical corrective strategies, and positive supportive techniques. Based on research and focused on practical application, this text includes: mnemonic devices and cognitive maps to aid student retention and instructional organization, clear examples and scenarios to facilitate implementation, strategies tested across cultural, ability, and learning style differences, and assessment exercises to check thorough understanding of the concepts. Addressing the increasing number of culturally and linguistically diverse students in today's schools, Behavior and Classroom Management in the Multicultural Classroom provides general and special education teachers with the knowledge, skills, and strategies to make the proactive, active, and reactive interventions necessary to create a positive classroom environment in which all students can learn. Going beyond the traditional rules and hierarchy of consequences and reinforcements, the book demonstrates how to incorporate basic classroom management plans, functional behavioral analysis, functional behavioral assessments, and behavioral intervention plans into the development and implementation of response-to-intervention and school-wide positive behavior support programs. In every chapter, the authors use real world examples and case studies to explore how language and culture affect students' responses to behavior and classroom management. Unique chapters cover social skills training and collaborating with families of diverse students.

This is a guide for teachers who confront discipline problems in their classrooms, covering the root causes of most discipline problems. It outlines seven effective tools to prevent and/or minimize those problems, encouraging behaviour modification.

Comprehensive Behavior Management: Schoolwide, Classroom, and Individualized Approaches supports teachers in preventing management problems and responding to unwanted behavior when it occurs in classrooms. The text offers a comprehensive presentation of three levels of behavior management strategies: individual, classroom, and schoolwide, all three of which contribute to a positive learning environment. A social learning emphasis in which human behavior is viewed within an ecological framework is integrated throughout the text. Application of this information is supported by a range of pedagogical devices such as vignettes, examples, strategies, and activities to show teachers how to manage behavior effectively. The analysis and applications in this text cover both general education and special education strategies.

"No one knows the literature on challenging behavior better than Lane and her colleagues. This book translates that knowledge into practice in a way that teachers will benefit from tremendously. With a focus on both instructional and management variables associated with preventing and dealing with difficult behavior, the book provides concise, easy-to-follow explanations of interventions. It is a unique resource that preservice and practicing teachers will refer to often."---Timothy J. Landrum, PhD, Department of Special Education, University of Louisville "I am extremely impressed with this book, including its content, organization, and the strong emphasis on workable, effective strategies for today's schools and classrooms. The strategies are presented in the context of a three-tiered model that allows teachers to specifically match student needs. I have not seen a resource of this type that is so well tailored to the needs of classroom teachers."---Hill M. Walker, PhD, Codirector, Institute on Violence and Destructive Behavior, University of Oregon "Using the best evidence from research and practice, this comprehensive book presents a wealth of information for managing challenging behavioral difficulties in schools. Readers learn how to systematically plan and deliver approaches that increase in intensity of support. The strategies are described in a step-by-step format, with consideration for different age groups of learners, so that both new and experienced teachers can immediately apply them in their classrooms. As a text, this book would be an excellent addition to any teacher education, educational administration, or school psychology training program. It will also be an extremely useful professional development resource."---Melody Tankersley, PhD, Special Education Program, Kent State University This book provides tested, easy-to-implement strategies for preventing problem behavior in the classroom and responding effectively when it does occur. Chapters describe specific steps that K-12 teachers and other school-based professionals can take to develop effective classroom rules and routines, plan suitably challenging instruction, and promote student engagement and motivation. Presenting a continuum of strategies from prevention to more intensive behavior supports, the book offers clear-cut instructions for implementing behavioral contracts, self-monitoring, and functional assessment-based interventions. Special features include more than a dozen reproducible checklists, selfassessment tools, and planning forms; the large-size format facilitates photocopying.

This is a solutions book that shows how to organize and structure a classroom to create a safe and positive environment for student learning and achievement to take place. It offers 50 classroom procedures that can be applied, changed, adapted, into classroom routines for any classroom management plan at any grade level. Each procedure is presented with a consistent format that breaks it down and tells how to teach it and what the outcome of teaching it will be. While all of the work and preparation behind a well-managed classroom are rarely observed, the dividends are evident in a classroom that is less stressful for all and one that hums with learning. The information is supplemented with 40 QR Codes that take the learning beyond the basic text. As the companion book to THE First Days of School, it takes one of the three characteristics of an effective teacher, being an extremely good classroom manager, and shows how to put it into practice in the classroom. It will show you how to manage your classroom step by step. THE Classroom Management Book will help you prevent classroom discipline problems and help you create an atmosphere where everyone knows what to do—even when you are not in the classroom! 320-page book with Index 50 step-by-step Procedures 40 QR Codes for extended learning

This book describes a system of successful classroom behaviour management techniques developed by the author over more than twenty-five years. It outlines the difficulties confronting teachers trying to manage pupils' misbehaviour in schools and describes four types of pupil who can be helped to behave responsibly. In Understanding Pupil Behaviour Ramon Lewis explains how pupils' behaviour can be categorised and how techniques can be

introduced to deal with each category, however challenging the behaviour might be. The book goes on to provide a framework for long-term commitment by teachers to produce effective interactions with students. Teachers, PGCE students and educational advisors looking for a handy guide to tried-and-tested behaviour management strategies, as well as those wanting a resource for delivering INSET training on the subject, will find all they need in this accessible book.

Whether you're still new to teaching or a seasoned veteran, you probably know that you need a variety of skills and tools in order to effectively impart knowledge to your students. And although knowledge, skill, and great lesson plans are at the top of the list, sometimes all a teacher needs in order to be an efficient instructor are good classroom management strategies. Since each class is different and every student has unique needs, how a teacher will be able to continuously promote a healthy learning environment and motivate his students to study can be a challenge. But with effective classroom management strategies, teaching and learning suddenly become natural and enjoyable for everyone involved. This book is designed to help all teachers - rookies included - develop useful classroom management techniques. Here, you will get valuable tips on how to effectively handle your classes, motivate and inspire your students to study, and thwart any disruptive classroom behavior.

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 ability. 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.

This resource provides teachers with tips, suggestions, and strategies for classroom management and maintaining a positive learning environment. This book offers creative ideas and current research-based techniques for topics like observing the physical and social classroom environment, handling classroom disruptions, keeping students engaged, communicating with families, and more.

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

One of the most influential teaching guides ever—updated! *Teach Like a Champion 2.0* is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 1.3 million teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from boosting academic rigor, to improving classroom management, and inspiring student engagement, you will be able to strengthen your teaching practice right away. The first edition of *Teach Like a Champion* influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators Organized by category and technique, the book's structure enables you to read start to finish, or dip in anywhere for the specific challenge you're seeking to address. With examples from outstanding teachers, videos, and additional, continuously updated resources at teachlikeachampion.com, you will soon be teaching like a champion. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why *Teach Like a Champion* is a "teaching Bible" for so many educators worldwide.

Provides in great detail proven and tested methods for teachers to use to be successful in their behavior management and instructional efforts.

Lecturers, why waste time waiting for the post to arrive? Request and receive your e-inspection copy today! In this Third Edition of his bestselling book, Bill Rogers looks at the issues facing teachers working in today's classrooms. Describing real situations and dilemmas, he offers advice on dealing with the challenges of the job, and how building up a rapport with both students and colleagues can support good practice. New to this edition are sections on: - dealing with bullying; - teaching students on the autistic spectrum in a mainstream classroom; - working with very challenging students.

New features included in the text are: - a wider range of case studies, covering students aged 4 to 18; - questions for discussion; - a Glossary of key terms. Bill Rogers understands the demanding nature of the job, and offers wise words and inspirational encouragement to all those involved in educating our children and young people. Watch a video of Bill Rogers discuss the main challenges facing teachers in schools today; his new book 'Classroom Behaviour, Third Edition' and what advice he would give to aspiring teachers.

Help difficult students change negative behaviors with these strategies for teaching conflict resolution and anger management, handling power struggles successfully, helping students prevent bullying, and more.

Classroom management is critical to successful teaching, but many K-12 teachers struggle with it. This indispensable guide distills the best classroom management science into easy-to-implement strategies teachers can use to promote a productive and safe learning environment. Chapters provide evidence-based guidelines for implementing classwide prevention strategies, token economies, group contingencies, and self-management interventions. Procedures for evaluating intervention effectiveness and individualizing interventions are described. Reproducible tools include 9 forms and 21 quick-reference "coach cards" that distill the key steps of each strategy. The large-size format and lay-flat binding facilitate photocopying; purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in *The Guilford Practical Intervention in the Schools Series*, edited by T. Chris Riley-Tillman.

This book combines the very best of old-school approaches, contemporary concepts, practical solutions and nearly a century of academic research about behaviour management. Containing over 100 practical strategies to help teachers and teacher aides improve their theoretical and practical understanding.

This book contains the best concepts and teacher-tested strategies by the author plus new content. A special emphasis on the needs of new and struggling teachers includes practical actions for earning student respect and teaching them behavior management skills. The author also introduces a real-time coaching model and explains how to establish a schoolwide Assertive Discipline® program.

Behaviour for Learning offers teachers a clear conceptual framework for making sense of the many behaviour management strategies on offer, allowing them to make a critical assessment about their appropriateness and effectiveness in the classroom. Teachers need to be asking themselves the question "How can I improve a child's learning?" rather than "How can I get them to behave?" The authors present a unique focus on the relationships which underpin learning, placing an emphasis on the development of 'learning behaviours', and endorses OFSTED's view that it is essential to evaluate the efficacy of behaviour management against progress in learning. Essentially, this book will help teachers: decide what strategy is best for individuals in their classroom be aware of the evidence / theoretical base that underpins that strategy use be able to evaluate the effectiveness of that strategy. Located within emerging agendas for improved individual holistic outcomes and increased partnership working, this book seeks to synthesise the practical with the theoretical. Authoritative and timely, *Behaviour for Learning* is compelling reading for all trainees and practicing teachers, CPD coordinators and other professionals working with challenging pupils.

This student workbook is designed to accompany the textbook, *Behavior Management Strategies for Teachers* (2nd Ed.). It is intended to help reinforce understanding of the basic principles described in the companion textbook. There are fifteen chapters in the textbook and, therefore, there are fifteen chapters in the workbook. A summary of the key concepts within each chapter is presented at the beginning of each chapter. These concepts also appear in the companion textbook at the end of each chapter. Questions in the student workbook are based on the content of each chapter. The responses require paraphrasing and application of textbook content. The course instructor has the option of requiring the student to answer some or all of the questions in the workbook. However, it is suggested that all of the questions are answered by the student, because it will serve as an excellent study guide and help prepare the student for examinations as well as insuring mastery of the textbook content.

Being able to effectively manage the behaviour in your classroom is one of the basic foundations of good teaching. However creating a positive productive learning environment is challenging as the causes of behavioural issues can be complex and difficult to identify. This book presents a solution-focused approach to behaviour management in primary and secondary schools, starting with the child and offering a flexible methodology and practical strategies for facilitating long-term positive behaviour. Key coverage includes: • An overview of main approaches to behaviour management drawing from educational theory and research • Case studies throughout the book exploring key strategies and issues • How to develop confidence in the classroom as a new teacher • Neuroscience and behaviour: what can we learn from recent scientific discoveries?

Describes nine different teaching strategies which have been proven to have positive effects on student learning and explains how those strategies can be incorporated into the classroom.

The authors expertly bridge the gap between educational psychology and classroom management. Included are helpful self-reflection and student engagement strategies for current and prospective teachers.

In *Practical Application of Classroom Management Theories into Strategies*, author George R. Taylor outlines the specific skills educators require for successful classroom management and behavior-control strategies. Research supports the premise that knowledge of effective classroom management techniques and strategies is essential in helping teachers to effectively deal with inappropriate, aggressive, and/or unacceptable classroom behaviors. For new teachers, classroom management is especially critical. In the book the following key elements are named as the cornerstone of successful classroom management for new, as well as seasoned, teachers: 1) how to manage children from diverse backgrounds, 2) how to employ effective strategies to deal with various types of behavior problems, 3) how to effectively assess and diagnose behavioral problems, 4) how to seek professional services, 5) how to effectively communicate with parents, and 6) how to recognize the ways cultural differences impact behavior. The success of these strategies will depend upon the teacher's demonstration of appropriate models, maintenance of a democratic environment, and a proactive approach.

For *Classroom Management and Behavior Management* courses. *Classroom Management: A Proactive Approach*, second edition is based on three principles: community, prevention of discipline problems, and positive support for students with behavior difficulties. The text is designed to meet the needs of both pre-service and veteran educators, both in general and special education, by merging the best practices of both in order to provide a

practical and research-based guide to manage all students including the culturally diverse and those with special needs. In the second edition, special consideration is given to students with the following problem behaviors: ADHD, nonverbal learning disabilities, passive-aggressive behavior, depression, aggressive behaviors, and students receiving special education for emotional disabilities. The author also teaches his readers how learning communities meet student basic needs for affiliation, control and mastery; how many behavior problems can be prevented through consistent routines, effective group management, engaging lessons and positive student-teacher relationships; and for those students with emotional or behavioral difficulties, interventions must be data-based and proactive. Infused with the belief that successful classroom management is based on a love for children and a will to succeed, the text guides readers to a deeper understanding that good teaching trumps problems with learning every time. Explains how teachers can make real improvements in their classroom by concentrating on basic skills in three critical areas.

Classroom Management Strategies: Gaining and Maintaining Students' Cooperation contains a wealth of information about classroom management strategies that teachers successfully use to lead students to be on-task and engaged in lessons. The strategies are based on extensive school teaching experiences as well as on the findings of numerous studies in learning theory, social interaction, communication, developmental psychology, multicultural education, behavioristic psychology, motivation, student engagement, and violence prevention.

For courses in Behavior Management and Classroom Management. This practical and proven text provides a unique in-depth look at specific behaviors and the strategies employed for addressing each behavior in K-12 classrooms and schools. Readers can expect to get solid coverage of key topics, practical understanding of Applied Behavior Analysis (ABA) and a more detailed look at functional behavioral assessment (FBA) than found in other texts. Additional research-based practices are featured, giving a special balanced approach to behavior management that is also respectful of various fields (e.g., psychiatry, psychology) helping students grasp how these methodologies contribute to behavior and classroom management in a larger context. The sixth edition addresses school-based interventions in view of positive behavioral support, a view embraced by practitioners and supported by research; continues to promote collaboration between other agencies and families and better coordination of treatment options to create effective services and intervention in education. New features and content revised and added to this edition include: chapters on specific behavioral problems including disruptive, aggressive, and stereotypic; in-depth coverage of positive behavioral support (PBS) including the standards of practice for PBS based on The Association for Positive Behavior Support's guidelines, and the relationship of response-to-intervention (RtI) and PBS; expanded coverage of evidence-based practices; new individual chapters on School-wide and Classroom-wide Positive Behavior Interventions and Supports; new case studies that address assessment and planning; and a new comprehensive glossary of key, technical terms. Intended for graduate or undergraduate courses for general education and special education classroom teachers, administrators, or behavior specialists, this widely-used text is clearly written and organized in such a way that classroom teachers or school support professionals can use it in their every day practice.

For classroom teachers at all levels, here is a unique collection of practical, proven-effective techniques and ready-to-use tools for managing classroom

behavior and creating the positive environment that students and teachers need to promote learning. Each classroom-tested strategy is presented in a simple-to-use format for quick reference that shows: What the technique or idea is, Why you need it, and How to make it work. Plus, the techniques are complemented by support ideas, time-saving reproducible forms, lively illustrations, and interesting, reproducible quotes about teaching. For easy to use, it's all printed in a big, 8-1/2" x 11" lay-flat format for easy photocopying and its organized into 10 sections: PHILOSOPHY provides a philosophical framework for the strategies presented in the book, such as "The Three C's of Teaching." KNOW YOU "CLIENTS" features activities and surveys, including "Icebreaker: Backpack Introductions" and the "Student Survey," to help you learn about your students and their needs. HOME AND SCHOOL gives you support ideas and reproducible forms for improving the home school connection, such as "Newsletters" and "Parent Homework Letter." THE FIRST WEEK OF SCHOOL offers tips and ready-to-use tools for getting the school year off to a positive start, including "Classroom Rules Checklist" and "Classroom Welcome Sign." VOCABULARY presents effective techniques for modifying student behavior, such as "Grandma's Law," which motivates students with a payoff ("desert") for completing a task. TECHNIQUE, STRATEGIES, AND GOOD IDEAS is packed with easy-to-use ideas, including "Noise Level Control" and "One-Minute Correction," for solving discipline problems. TEACHING SKILLS provides practical procedures that enhance your teaching and decrease disruptive behavior, such as "Transition Time" to reduce the time spent between activities and a "Teacher Self-Assessment" to help you evaluate and improve your teaching techniques. GREAT "LITTLE GEMS" offers a variety of helpful discipline and teaching strategies. For example, "Token Economies" shows you how to use a point system to reward good behavior. SURVIVAL SKILLS gives you invaluable ideas for conserving energy and relieving stress, such as "Crisis Management" and the "24-Hour Rule" for handling difficult situations. FORMS features time-saving, reproducible forms, including "Substitute Teacher Form," "Office Discipline Ticket," and "Student/Teacher/Parent Action Contract." In short, One-Minute Discipline is a practical guide providing effective, easy-to-implement approaches to the many classroom management and discipline challenges that teachers face every day.

The topic of this project is effective prevention classroom management strategies in the preschool classroom. Managing behavior in the preschool classroom is consistently reported by preschool teachers as one of their most significant concerns and challenges. Many preschool teachers feel underprepared to manage challenging behaviors effectively in their classrooms because they have not received adequate training or the ongoing support needed to appropriately manage challenging behaviors. This project is intended to provide training on the topics of positive relationship building, transitions, self-regulation and positive behavior support systems, as well as provide ongoing support in the classrooms through professional learning communities, to a specific group of preschool teachers who report feeling concerned and underprepared to effectively manage challenging behaviors in their classrooms. The participants of this project will include GSRP teachers, assistant teachers, and supervising staff employed by the WSESD. The training will be presented in a series of four half-day professional development opportunities between January 2017 and September 2017. Additionally, the staff will be encouraged to establish and maintain professional learning communities to ensure ongoing classroom support for implementation, continued use and evaluation of effective prevention and intervention behavior management in their classrooms.