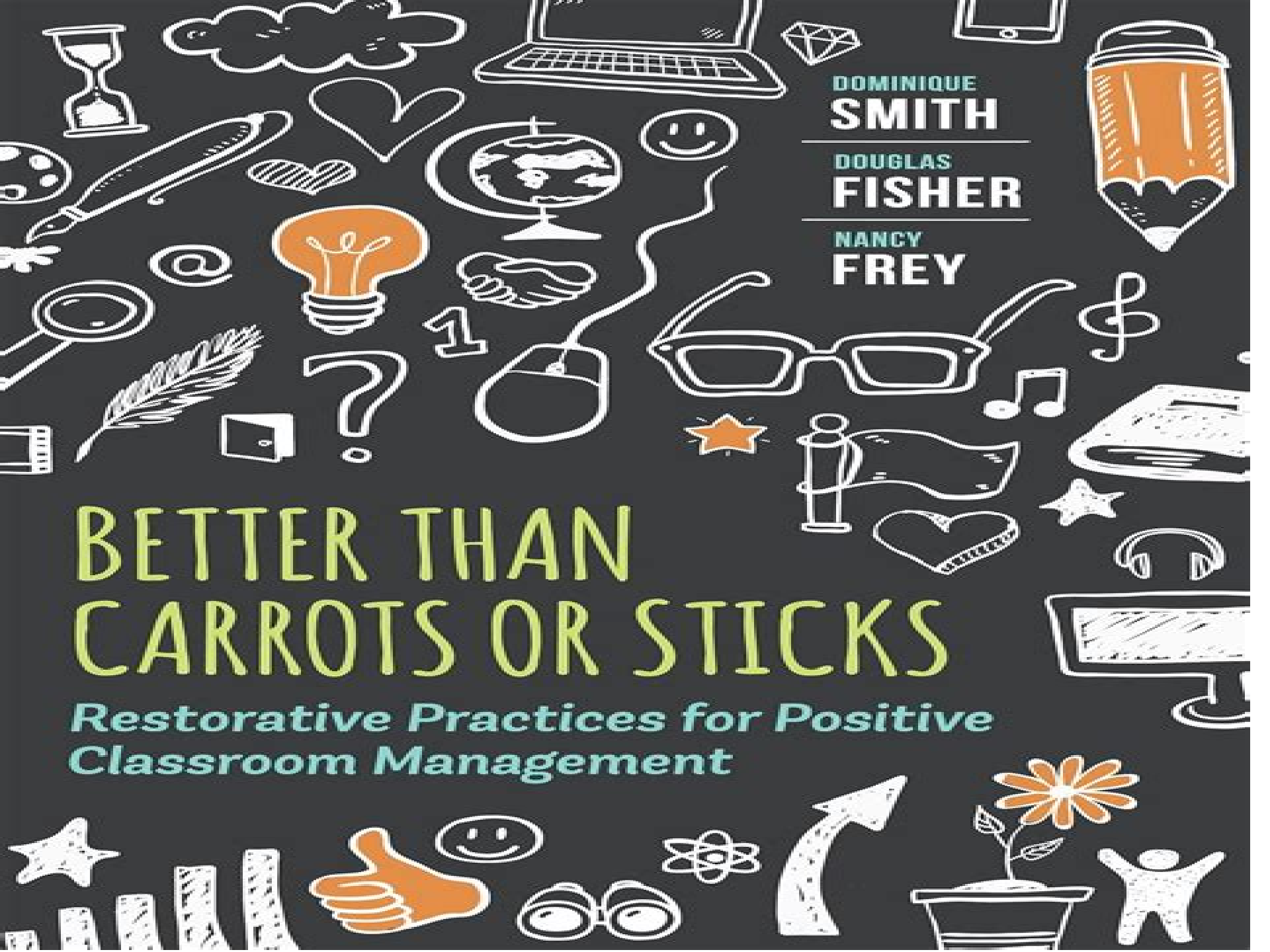




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*Restorative Practices for Positive
Classroom Management*

Better Than Carrots Or Sticks Restorative Practices For Positive Classroom Management

Pérsida Himmele, William Himmele



Better Than Carrots Or Sticks Restorative Practices For Positive Classroom Management:

Better Than Carrots or Sticks Dominique Smith, Douglas Fisher, Nancy Frey, 2015-08-17 Classroom management is traditionally a matter of encouraging good behavior and discouraging bad by doling out rewards and punishments But studies show that when educators empower students to address and correct misbehavior among themselves positive results are longer lasting and more wide reaching In Better Than Carrots or Sticks longtime educators and best selling authors Dominique Smith Douglas Fisher and Nancy Frey provide a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together After a comprehensive overview of the roots of the restorative practices movement in schools the authors explain how to Establish procedures and expectations for student behavior that encourage the development of positive interpersonal skills Develop a nonconfrontational rapport with even the most challenging students and Implement conflict resolution strategies that prioritize relationship building and mutual understanding over finger pointing and retribution Rewards and punishments may help to maintain order in the short term but they re at best superficially effective and at worst counterproductive This book will prepare teachers at all levels to ensure that their classrooms are welcoming enriching and constructive environments built on collective respect and focused on student achievement

Better Than Carrots Or Sticks Dominique Smith, Douglas Fisher, Nancy Frey, 2025-07-04 Classroom management is traditionally a matter of encouraging good behaviour and discouraging bad by doling out rewards and punishments But studies show that when educators empower students to address and correct misbehaviour among themselves positive results are longer lasting and more wide reaching In Better Than Carrots or Sticks longtime educators and best selling authors Dominique Smith Douglas Fisher and Nancy Frey provide a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioural issues together

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Building Equity Dominique Smith,Nancy Frey,Ian Pumpian,Douglas Fisher,2017-07-19 Imagine a school with a diverse student body where everyone feels safe and valued and all regardless of race culture home language sexual orientation gender identity academic history and individual challenges have the opportunity to succeed with interesting classes projects and activities In this school teachers notice and meet individual instructional needs and foster a harmonious and supportive environment All students feel empowered to learn to grow and to pursue their dreams This is the school every student needs and deserves In Building Equity Dominique Smith Nancy Frey Ian Pumpian and Douglas Fisher colleagues at San Diego s innovative Health Sciences High Middle College introduce the Building Equity Taxonomy a new model to clarify the structural and interpersonal components of an equitable and excellent schooling experience and the Building Equity Review and Audit survey based tools to help school and teacher leaders uncover equity related issues and organize their efforts to achieve Physical integration Social emotional engagement Opportunity to learn Instructional excellence Engaged and inspired learners Built on the authors own experiences and those of hundreds of educators throughout the United States this book is filled with examples of policy initiatives and practices that support high quality inclusive learning experiences and deliver education that meets critical standards of equality and equity

The Continuum of Restorative Practices in Schools Margaret Thorsborne,Dave Vinegrad,2022-02-21 An instructional manual on restorative justice in schools from world leading experts this how to guide offers guidance on the issues of carrying out restorative practices including coping with day to day problems and offers worksheets for practical daily use Beginning with challenges to orthodox thinking about behaviour change it goes on to describe a multitude of approaches to respond to minor incidents in school settings then takes a close look at using restorative approaches to bullying before it finally focuses on the formal end of the continuum including conference preparation and facilitation This book is reflective of the evolution of processes and responses from the most serious of incidents through to minor everyday issues making this an essential resource for all school staff

Fostering Resilient Learners Kristin Souers,Pete Hall,2016-01-26 In this galvanizing book for all educators Kristin Souers and Pete Hall explore an urgent and growing issue childhood trauma and its profound effect on learning and teaching Grounded in research and the authors experience working with trauma affected students and their teachers Fostering Resilient Learners will help you cultivate a trauma sensitive learning environment for students across all content areas grade levels and educational settings The authors a mental health therapist and a veteran principal provide proven reliable strategies to help you Understand what trauma is and how it hinders the learning motivation and success of all students in the classroom Build strong relationships and create a safe space to enable students to learn at high levels Adopt a strengths based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative

cycles Head off frustration and burnout with essential self care techniques that will help you and your students flourish Each chapter also includes questions and exercises to encourage reflection and extension of the ideas in this book As an educator you face the impact of trauma in the classroom every day Let this book be your guide to seeking solutions rather than dwelling on problems to building relationships that allow students to grow thrive and most assuredly learn at high levels

Discipline with Dignity Richard L. Curwin, Allen N. Mendler, Brian D. Mendler, 2018-04-16 In this revised and updated 4th edition Discipline with Dignity provides in depth guidance for implementing a proven approach to classroom management that can help students make better choices and teachers be more effective Emphasizing the importance of mutual respect and self control the authors offer specific strategies and techniques for building strong relationships with disruptive students and countering the toxic social circumstances that affect many of them including dysfunctional families gangs and poverty Educators at all levels can learn The difference between formal and informal discipline systems and when to use each The role of values rules and consequences How to address the underlying causes of discipline problems that occur both in and out of school What teachers can do to defuse or prevent classroom disruptions and disrespectful behavior without removing students from the classroom Why traditional approaches such as threats punishments and rewards are ineffective and what to do instead How to use relevance teacher enthusiasm choice and other elements of curriculum and instruction to motivate students How to reduce both teacher and student stress that can trigger power struggles With dozens of specific examples of student teacher interactions Discipline with Dignity illustrates what you can do and not do to make the classroom a place where students learn and teachers maintain control in a nonconfrontational way The goal is success for all in schools that thrive

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

Success Favors Well-Prepared Teachers Todd Scott Parker,Candice Dowd Barnes,Patricia Kohler-Evans,2016-10-03 Relationship rapport routine respect and responsiveness are often times the most difficult to facilitate and manage in school settings However these concepts are often connected to student achievement student motivation and overall school success Success Favors introduces the Relationship Management System RMS TM It is a collection of proven strategies techniques and approaches developed to impact a school s culture and climate in a positive way RMS is research supported and designed to improve the intentionality of the interactions positive guidance approaches and the disciplinary practices within school settings The book is written to engage the reader by presenting Alexander Crummell Academy Crummell Academy is reflective of many schools across the country The teachers administrators and other professionals of Crummell Academy are faced with relational and classroom management issues common to many schools and classrooms As the school s story evolves the reader will experience how these educators use the RMS strategies in context Why Are We Still Doing That? Pérsida Himmele,William Himmele,2021-09-29 Old habits die hard particularly when they are part of the unexamined norms of schooling In Why Are We Still Doing That the best selling authors of Total Participation Techniques lead a teacher positive empathetic inquiry into 16 common educational practices that can undermine student learning Round robin reading Teaching to learning styles Homework as the default Using interim assessments as formative assessments Asking Does everybody understand Traditional Q A Data driven everything Publicly displayed data walls Content breadth over depth Adhering to rigid pacing guides Teaching to test samplers An analysis only approach to reading Elevating English language arts and mathematics over all other subjects Ignoring curriculum experts Using behavior charts Withholding recess P rsida Himmele and William Himmele provide straightforward research informed accounts of what makes each of these practices problematic And they share easy to implement instructional assessment and classroom management strategies you can use to meet the goals those problematic practices are intended to achieve without the downsides or the damage This book is for K 12 teachers at all stages of their career including preservice teachers who will be educating the next generation of students Read it and reflect on it with colleagues Use it to focus your own inquiry into what is and is not working for your students and to replace ineffective and potentially harmful habits with more positive and effective ones

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