

CHOICES



# Choice Theory Classroom Management

**Patricia B. Kyle, Lawrence R. Rogien**



## **Choice Theory Classroom Management:**

**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

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

**Control Theory in the Classroom** William Glasser, 1986 Motivation Learning pictures Discipline behaviours Learning team model Teacher as a modern manager Classroom examples *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

**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

**Collective Improvisation in a Teacher Education Community** Linda Farr Darling, Gaalen Erickson, Anthony Clarke, 2007-06-04 As has been well illustrated in the other books in this series the notion of self study of teaching and teacher education practices has been taken up by teachers and teacher educators as they have searched for new ways of better understanding the complex work of teaching and learning Self study appears to be attractive to practitioners because a self study approach to researching practice is largely driven by their questions issues and concerns Therefore one immediate value of self study is in the way it can inform and almost immediately influence practice This book edited by Linda Farr Darling Gaalen Erickson and Tony Clarke offers an in depth investigation of the CITE program A Community of Inquiry in Teacher Education and is one of

the few examples of that which might be described as an institutional self study Loughran 2005 As such the book illustrates the level of commitment and concern that these teacher educators have for their teacher education practices and for the learning about teaching of their student teachers They demonstrate that it is crucial to question the taken for granted and that in so doing to be careful to seek to be appropriately responsive to disconfirming data

### **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

### **Handbook of**

**Classroom Management** Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 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 ableness 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

[A Case Study Approach to Classroom Management](#) Richard T. Scarpaci,2007 This text uses an interactive case study approach to guide students in understanding and implementing an effective classroom management program and is focused on turning sound theories into practice The approach used is called the IOSIE method Identifying the problem deciding on the Objectives developing a potential Solution and Implementing it and finally Evaluating the results This is essentially a case study approach to classroom management for behavioral analysis The steps involved in using this model are detailed in the text so that students will understand the conceptual foundations of classroom management in addition to knowing how to react to a range of cases and problems

**A Classroom Management Curriculum that Utilizes Choice Theory and Restitution** Jennifer Grundman,1999 [A Classroom Management Curriculum that Utilizes Choice Theory and Restitution](#) Jodi Radel,1999

[School Safety](#) David E. Johnson,Glenn G. Norling,Pamela M. VanHorn,Jeffrey Yarbrough,Shaun Hurtado,2026-01-08 School Safety offers an urgent expert driven roadmap for school leaders and policymakers to navigate the complex realities of violence prevention addressing the rise of school shootings with informed strategies courageous leadership and a systems level approach to building safer more resilient learning environments

*Quality School Teacher RI* William Glasser, M.D.,2010-11-16 Based on the work of W Edward Deming and on his own control theory Glasser s book is an invaluable guide that shows teachers how to set up the most effective classroom environment for their students

[Opportunities and Options in Classroom Management](#) Patricia B. Kyle,Lawrence R. Rogien,2004 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

**Classroom Management** Martin Henley,2010 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 Authentic Classroom Management Barbara Larrivee,2005 It is essential for classroom teachers to be reflective It is critical that they be aware of their own biases and prejudices Larrivee does an excellent job of gently guiding the teacher through a look at his her past The first chapter creates a comfort zone with which the teacher continues to look at his her past and consequently at his her treatment of children Dr Patricia A Pintar St Mary of the Woods College Authentic Classroom Management addresses the basics of classroom management by narrowing the gap between theory and practice to provide realistic and collaborative management options This easy to read practical text presents a broad theoretical background while focusing on the belief that effective classroom management requires careful preparation and goes beyond learning discrete skills The text promotes a multi dimensional and reflective perspective for managing classrooms that will prepare prospective and in service teachers to successfully manage today s diverse classrooms Highlighting a comprehensive range of strategies and philosophies the text encourages alternative ways to support positive classroom behaviors Its many exercises offer opportunity for skill development through reflection and self questioning emphasizing proactive ways of interacting with students to create and sustain a supportive learning community Package this text with MyLabSchool a powerful set of online tools that bring the classroom to life With real video footage of teachers and students in the classroom an interactive system for collecting observations and a seamlessly integrated suite of tools for lesson planning portfolio development and standards integration from TaskStream you ll get a clear sense of what being in a real classroom is like Visit [www.mylabschool.com](http://www.mylabschool.com) for more information 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 Instructor's Resource Manual Beverly Stanford,Forrest Parkay,2003-06 Today's Best Classroom Management Strategies C. M. Charles,2008 This text presents ten proven strategies that enable teachers to develop and implement high quality systems of classroom discipline that increase student responsibility and ethical behavior The contents of the text are organized to address two major tasks that lead to highly effective discipline The first task which is addressed before the year or term begins and put in place during the first week involves initial implementation of an effective system of discipline to begin the year or term The second task accomplished over time after school begins involves working with students and their parents and guardians to progressively

enhance the discipline program      **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

## The Enigmatic Realm of **Choice Theory Classroom Management**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Choice Theory Classroom Management** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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