

# Positive Teaching: The Behavioural Approach (Education Books)

Wheldall, Kevin

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# Positive Teaching The Behavioural Approach Education Books

**Emilie Sanchez**



## **Positive Teaching The Behavioural Approach Education Books:**

Positive Teaching Kevin Wheldall, Frank Merrett, 2017-09-13 Problems of classroom management and control are a recurring concern for many teachers Disruptive behaviour and inattention hinder effective learning and impose a constant drain upon the teachers emotional resources Continual nagging at children only increases teacher stress what is needed is an effective alternative set of strategies Originally published in 1984 Positive Teaching seeks to meet this need by presenting the behavioural approach to teaching in a clear direct and lucid way By adopting the behavioural approach problem behaviour can be minimised or rapidly nipped in the bud when it does arise While punishment may be used in an attempt to stop almost any kind of behaviour only the appropriate use of positive methods applied contingently immediately and consistently can teach new more adaptive behaviour This is a crucial issue in real teaching and is rarely encountered or even discussed in most teacher education programmes It is the central focus of Positive Teaching This book is for all teachers from the beginning student to experienced head teachers for those teaching in a first school and for those teaching sixth formers for those experiencing difficulties and for those whose authority is already well established The behavioural approach offers practical support to those who are struggling and a rationale for the effective positive strategies of the successful We can all improve our teaching

**Positive Psychology for Teachers** Jeremy Swinson, Alex Harrop, 2012 Based on the authors own experiences of intervention in school settings and evidence of its effectiveness this practical guide includes a number of vignettes and case studies illustrating how the behavioural approach has been used by teachers in a wide variety of classrooms to make their teaching more effective Each case study will be followed by a number of suggested practical activities for classroom implementation Throughout the book background theory is explained in a concise and easily digestible manner and activities are clearly explained with benefits and end goals clearly signposted

**Positive Teaching in the Secondary School** Kevin Wheldall, Frank Merrett, Stephen Houghton, 1989-10-28 Managing troublesome behaviour in the classroom is a problem faced by every secondary school teacher at some time Some nursery and infant teachers claim that every year more and more young children are starting school with behavioural problems Teachers too frequently complain of lessons being disrupted by unacceptable behaviour and yet the important skills of effective classroom management are seldom mentioned in initial teacher training The authors argue that the answer lies in positive teaching and show how by accentuating the positive and being more sensitive in their interactions with children and young people in schools teachers can build less stressful and more effective teaching and learning environments

Managing Special Needs in the Primary School Mrs Joan Dean, 2013-04-15 Code of Practice has made schools focus on Special Educational Needs Very little available looking at Special Educational Needs from management viewpoint Joan Dean's previous publishing record and approachable writing style

**Improving the Primary School** Mrs Joan Dean, Joan Dean, 2005-06-23 This book is a practical and informative guide on how to improve your primary school It is aimed at those in leadership positions

headteachers senior staff advisors inspectors and education officers Aimed specifically at the primary school this book links research to classroom practice for results appeals to those in leadership roles is concise readable and of great practical use provides the reader with information that can improve the individual school

### **Special Needs in the Secondary School**

Joan Dean,2018-09-03 First published in 1989 The 1984 Act and the Warnock Report urged greater integration of pupils with special needs into ordinary schools This book examines how schools cope with a wide variety of special needs ranging from emotional and behavioural problems to physical disabilities and including the problem faced by gifted children and assesses how successful the integration of children with special needs can be for both teachers and pupils The author recommends the whole school approach where heads form teachers subject teachers the special needs departments and parents work together in making the curriculum as accessible to as many students as possible The whole school approach enables the fullest participation of all the children in the life of the school whatever their special needs This book provides an extremely clear sighted and positive analysis of integration and will be invaluable to all heads and teachers teaching remediating or counselling children with special needs

### **The Behaviourist in the Classroom**

Kevin Wheldall,2012-05-04 In the decade preceeding the original publication of this book the discipline of behaviour analysis was becoming increasingly influential in educational circles but many of the practices we now take for granted were still being pioneered This book considers the place of behaviour analysis in education and describes work on behavioural classroom management in British schools Four further chapters consider the behavioural approach to teaching in both primary and secondary schools in terms of tutoring at home and for use with emotionally disturbed children The book concludes with chapters on the role of theory in and an ethical appraisal of behavioural methods

### **New Directions in Educational Psychology**

Nigel Hastings,Josh Schwieso,2013-10-18 First published in 1987 Teachers throughout the Western world identify motivating pupils and coping with classroom disruption as being among their main concerns The close links between these two crucial aspects of classroom life are only now beginning to be fully understood This book provides a selection of papers nearly all of which have been specially commissioned for this volume on these two closely related topics Whilst many factors both inside and outside of the school contribute to pupils behaviour and motivation in the classroom the articles included in this collection are concerned exclusively with in school factors over which classroom teachers and schools have potentially the greatest influence In this way the volume presents in a form accessible to teachers on initial or in service training courses some of the most useful and interesting recent developments in educational psychology for today s classroom

### **Routledge Library**

**Editions: Special Educational Needs** Various,2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of

Education and those undertaking teaching qualifications      *Routledge Library Editions: Education Mini-Set E: Educational Psychology 10 vol set* Various, 2021-12-02 Mini set E Educational Psychology re issues 10 volumes originally published between 1937 and 1991 and examines the impact psychology and cognitive science has had on education and teaching practice during the twentieth century      **Approaches to Behavior and Classroom Management** W. George Scarlett, Iris Chin Ponte, Jay P. Singh, 2008-11-21 This book moves caring from being an object of study to being a professional practice Thinking of classroom management in terms of relationships learning development organization and accommodating diversity redefines discipline No longer is it about rules and punishments now it is about connections and meaning making This is a book that a teacher can really do something with Professor George Noblit University of North Carolina Helping teachers use of a variety of approaches to create positive classroom environments and make good decisions about student behavior **Approaches to Behavior and Classroom Management Integrating Discipline and Care** focuses on helping teachers use a variety of behavior and classroom management approaches in order to make good decisions when faced with the challenge of creating positive classroom communities This text provides educators with the frameworks necessary for understanding different approaches to behavior and classroom management a deep understanding of each approach and a toolkit of methods to meet the needs of various situations **Key Features** Organizes the literature issues and main theorists by approach to behavior and classroom management providing context for the methods that are used within each approach Provides real life teaching examples that demonstrate how to put approaches into practice Includes engaging human interest stories and cartoons to give meaning to concepts and points Accompanied by High Quality Ancillaries Instructor Resources on CD include a comprehensive test bank and PowerPoint slides for each chapter video clips that correlate with important chapter concepts and much more Qualified instructors can request a copy of the Instructor Resources on CD by contacting SAGE Customer Care at 800 818 7243 SAGE from 6 am 5 pm PT A Student Resource CD bound into the back of the book features video clips that correlate with important concepts in each chapter They are accompanied by pre and postvideo questions designed to facilitate classroom discussion A Student study site provides practice tests and flashcards to aid studying as well as additional readings and resources for students to access      **The Effective Primary School Classroom** Joan Dean, 2005 This accessible book provides student teachers and new teachers with a good overview of how to organise the busy primary classroom      **Organising Learning in the Primary School Classroom** Mrs Joan Dean, Joan Dean, 2002-11-01 Since its publication in 1984 the first edition of *Organising Learning in the Primary School Classroom* has been recognised as an indispensable guide for primary school teachers in their quest for more effective practice in the classroom It gives help on everyday problems of classroom organisation how to group children how to set out a classroom physically how to make the most efficient use of time and resources Throughout the aim is to get teachers and student teachers to analyse their own classrooms and to produce solutions that will work for them This second edition retains these

strengths but has been completely revised to take account of recent thinking in education and of the new situation created by the National Curriculum with its associated assessment The sections on curriculum content and especially the teaching of science have been expanded and the very useful guidance on topic work now looks at the implications of the National Curriculum for this method of teaching

**In a Class of Your Own** Bill Gribble, 2006-06-23 A guide designed to help teachers improve their behavior management skills emphasizes maintaining a positive approach at all times

*Changing Behaviour* Sylvia McNamara, Gill Moreton, 2012-10-12 With the current emphasis on including children with emotional and behavioral difficulties into the mainstream school every teacher needs to address the problem of children who behave badly in school This new edition addresses the skills and strategies needed to support the emotional needs of pupils within the National Curriculum framework and school improvement agenda Many of the activities in the book have direct application in the curriculum for Personal Social and Health education and Citizenship and will support the whole class not just those children identified as having behaviour difficulties

**Developing Children's Behaviour in the Classroom** Sonia Burnard, 2012-11-12 The authors of this text suggest that teachers need to be able to cope with pupil behaviour before they can even begin to deliver the National Curriculum Often classes contain both statemented children those officially recognize as having behavioural problems and unstatemented but difficult children Teachers have few strategies to deal with the kind of behaviour that these children present as little if any of their training is allotted to classroom and child management The authors aim to raise awareness of behavioural needs in the classroom and avoid exclusions They do this by encouraging school staff to work together to develop policies which will encourage good behaviour

*School Management and Pupil Behaviour* Neville Jones, 1989 The book provides a variety of analyses and a range of advice on the wider issue of the effectiveness of education It is felt that the most significant ways in which to improve pupil behaviour may well be through a fresh approach to styles of teaching and learning

*Educational Psychology for Learning and Teaching* Dr Sue Duchesne, Dr Anne McMaugh, 2018-10-01 Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn and how educators can be more effective in their teaching practice Featuring current research on the various dimensions of learning and teaching alongside traditional theories it provides a clear framework of theory and evidence that supports modern education practices Taking a comprehensive approach this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality particularly for accommodating individual student needs This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond With a greater focus on resilience in education settings the discussion of creativity alongside intelligence and a broader discussion on diversity this new edition is up to date for the pre service teacher New print versions of this book come with bonus online study tools on the CourseMate Express and Search Me platforms Premium online teaching and learning tools are available to purchase on the

MindTap platform Learn more about the online tools cengage com au learning solutions Implementing Effective School-wide Student Discipline and Behavior Management Systems: Dr. Howie Knoff, 2009-02-02 Today's school wide Positive Behavioral Support approaches are more specific integrated effective and comprehensive than ever before This Electronic Book E 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 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 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 b the development of grade level and building wide accountability systems c how to increase staff and student consistency d the analysis of special situations 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 Special Situations and Special Situation Analyses There are two types of Special Situations Setting specific and Student or Peer specific The Setting specific Special Situations involve the common or public 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 setting and student situations are critical to a PBSS as they can positively contribute to a school's 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 Special Situations Analysis a 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' 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 thus increasing their positive and productive school climates and classroom settings

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