

POSITIVE TEACHING

The Behavioural Approach

Kevin Wheldall and Frank Merrett

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Positive Teaching The Behavioural Approach Education S

Lynne Graham-Matheson



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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 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 **The Behaviourist in the Classroom** Kevin Wheldall, 2012 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 **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

Essential Theory for Primary Teachers Lynne Graham-Matheson, 2014-11-20 Essential Theory for Primary Teachers is a succinct accessible introduction to the key theories concepts and policies that have shaped primary education as we know it and underpin our practice in the classroom Written with the ever busy training and practising teacher in mind this straightforward guide offers the foundations for a solid understanding of how we teach and learn effectively and how we develop as professionals Together with key further reading highlights a glossary of acronyms and an at a glance timeline of the major events acts and policies in education it explains core topics A short history of the education system What is education for Inequality and education Special educational needs and inclusion Child development How children learn Theories of motivation Behaviour for learning Assessment for learning Understanding and using research evidence Undertaking your own action research project Essential Theory for Primary Teachers brings together in one volume theory and knowledge that stands the test of time it guides you through what others have said about them and will help you relate them to your own practice A much needed source of guidance for training and newly qualified teachers it will support you as you develop the skills you need to teach confidently and help your learners succeed

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

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

Effective Teaching of Physical Education Mick Mawer, 2014-09-25 This text provides comprehensive and practical help and advice for new entrants to the profession and concentrates on the teaching skills and professional competencies needed to become an

effective teacher of physical education

Positive Learning Environments : Creating and Maintaining Productive Classrooms John De Nobile, Gordon Lyons, Michael Arthur-Kelly, 2020-09-21 How do you create a learning environment that is productive one where students are engaged learning and happy And how do you ensure that inappropriate behaviours are kept to a minimum The second edition of Positive Learning Environments Creating and Maintaining Productive Classrooms introduces the key concepts teachers need to know to create and maintain their classroom as a positive learning environment It begins by introducing four essential components that are the cornerstones of creating a positive productive learning environment These positive practices set readers on the pathway to success and help them establish classrooms that recognise and encourage appropriate behaviours while reducing the probability of inappropriate behaviours It then examines in turn each of the four main groups of evidence based approaches to managing student behaviour behavioural cognitive behavioural psychoeducational and social justice approaches For each it discusses the theories that inform them their practical applications for fostering appropriate behaviours and also when and how to use them to proactively intervene if necessary By the end readers are empowered to select appropriate theories approaches and strategies and bring these together to develop their individualised classroom management plan one that suits their own theoretical beliefs professional philosophy and teaching style Premium online teaching and learning tools are available on the MindTap platform Learn more about the online tools [cengage.com.au/mindtap](https://www.cengage.com.au/mindtap)

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

Behavioural Support for Students with Special Educational Needs Fiona Bryer, Wendi Beamish, 2019-06-17 This book reports on the use of behavioural support an evidence based approach developed in the USA to meet students special educational needs in Australia and selected thriving Asian countries It brings together key issues and insights into how educational policy and practices in different societies and cultures influence the uptake of behavioural support in schools and classrooms The book provides a balanced and highly informative perspective on the historical paths of development and current expansion of behavioural support into regular schools in the USA It also offers insights into the progress of its implementation outside the Western context of the USA and Europe and its influence on capacity building among professionals within various contexts across the Asia Pacific region Case studies from Australia demonstrate the effectiveness of multi tiered behavioural support in a state government education system for a population of diverse students and address the resultant adaptation of tiers when it is implemented in a nongovernment school organisation for students with autism Case studies from Singapore Mainland China Hong Kong South Korea and Japan reveal the cultural practices and organisational issues that produce

distinctive characteristics of behavioural support in inclusive and special education within these countries This book offers essential guidance to educational decision makers in these countries and communities around diverse students in considering their next steps towards using behavioural supports proposed in the American blueprints for implementing and building capacity for use in any context *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 Educational Psychology: Constructing Learning Dennis M McInerney,2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers *A Beginning Teacher'S Guide To Special Educational Needs* Wearmouth, Janice,2008-12-01 This guide addresses issues in a straightforward supportive and practical way focusing on the needs of the

beginning teacher Using case studies activities and resources it will equip you with skills and knowledge to support groups of pupils with SEN in different settings and phases Book Jacket **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 *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](https://www.cengage.com/au/learning/solutions) *Learning and Teaching* Mr. Rohit

Manglik,2023-03-23 In this book we will study about learning theories instructional practices and the dynamic role of the teacher **Science Learning, Science Teaching** Jerry Wellington,Gren Ireson,2013-02-28 Now fully updated in its third edition *Science Learning Science Teaching* offers an accessible practical guide to creative classroom teaching and a comprehensive introduction to contemporary issues in science education Aiming to encourage and assist professionals with the process of reflection in the science classroom the new edition examines the latest research in the field changes to curriculum and the latest standards for initial teacher training Including two brand new chapters key topics covered include the science curriculum and science in the curriculum planning and managing learning learning in science including consideration of current fads in learning safety in the science laboratory exploring how science works using ICT in the science classroom teaching in an inclusive classroom the role of practical work and investigations in science language and literacy in science citizenship and sustainability in science education Including useful references further reading lists and recommended websites *Science Learning Science Teaching* is an essential source of support guidance and inspiration all students teachers mentors and those involved in science education wishing to reflect upon improve and enrich their practice

The Psychology of Teaching and Learning in the Primary School David Whitebread,2002-01-04 This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers providing clear guidelines for good practice *The Psychology of Teaching and Learning in the Primary School* details the current controversies

regarding the effective teaching of reading and numeracy how to deal with emotional and behavioural difficulties the best methods of assessing learning as well as teaching children to think and develop their creativity It is a useful text for tutors and students on initial teacher training courses and to teachers involved in professional development Each chapter contains an editor s summary a list of further reading a full list of references and activities to develop and deepen the readers understanding in each area At the same time the book is written in an accessible style ideal for the non psychologist and is well illustrated with practical classroom examples

Managing Misbehaviour in Schools Tony Charlton, Kenneth David, 2013-02-01 Fully revised and updated this second edition of the successful Managing Misbehaviour in Schools presents a wide ranging survey of both the theoretical and the practical ideas and suggestions for the efficient management of behaviour problems in the school and classroom It is invaluable for student and practising teachers as well as their colleagues in other supporting professions

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

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