



# Creating Discipline In The Early Childhood Classroom

**Ofelia Schepers, Megan Brennan, Philip  
E. Bernhardt**



## **Creating Discipline In The Early Childhood Classroom:**

**Creating Discipline in the Early Childhood Classroom** Nancy Leatzow, Carol Neuhauser, Liz Wilmes, 1983

Research Anthology on Early Childhood Development and School Transition in the Digital Era Management Association, Information Resources, 2022-12-12 In today's digital world it is critical to ensure technology is utilized appropriately and best practices for adoption are continuously updated particularly when it comes to education New technologies provide myriad opportunities for improvement within early childhood development however further study is required to fully understand the different tactics and strategies The Research Anthology on Early Childhood Development and School Transition in the Digital Era considers how technology can assist with the development of young children and identifies different technologies that should be utilized within education for the benefit of students Covering key topics such as instructional design learning literacy and technology this major reference work is ideal for administrators principals researchers scholars practitioners academicians instructors and students

*Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools* Taukeni, Simon George, 2019-02-15 With the recent uptick of violence in schools it is essential to strategize new concepts for promoting nonviolent tendencies in children and creating safe environments Through nonviolent teaching techniques it is possible to effectively demonstrate mutual respect tolerance and compassion in order to have a lasting peace *Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools* aims to expand and deepen multicultural nonviolent teaching techniques and concepts to achieve desired outcomes for early childhood development centers schools institutions of higher learning and centers of teacher development and training While highlighting topics including child development conflict resolution and classroom leadership this book is ideally designed for teachers directors principals teacher organizations school counselors psychologists social workers government officials policymakers researchers and students

**Globalizing Approaches in Early Childhood Education** Arufe Giráldez, Víctor, Sanmiguel-Rodríguez, Alberto, Alvarez, Oliver Ramos, Padín, Rocío Rodríguez, 2024-12-06 In early childhood education it has opened doors to shared resources innovative teaching methods and a broader understanding of developmental practices that benefit young learners However it also presents challenges such as the risk of cultural homogenization and the difficulty of adapting global standards to fit diverse local needs By balancing global influences with respect for local contexts educators can harness the benefits of globalization to enrich early childhood education while preserving cultural uniqueness *Globalizing Approaches in Early Childhood Education* presents theoretical concepts and practical tasks linked to the areas of knowledge established in the educational curriculum of early childhood education It discusses global approaches that allow teachers to design multidisciplinary proposals to enrich the skills and aptitudes of children in the stage from 0 to 6 years Covering topics such as children's rights motor skills and work education this book is an excellent resource for researchers academicians policymakers international development organizations educators and more

How to Work with

Standards in the Early Childhood Classroom Carol Seefeldt, 2005 More and more teachers of young children are being asked to develop their curriculum according to standards This essential resource will guide educators as they grapple with a plethora of issues questions and practices surrounding the use of standards in the early childhood classroom Carol Seefeldt well known educator and bestselling author offers teachers an overview of the standards movement describes the status of standards in early education presents the issues around the design and selection of standards and provides practical strategies for effectively implementing standards with young children preschool through the early primary grades This book provides both the background knowledge and a working understanding of standards to help teachers successfully judge and select standards design appropriate ways of using and working with standards and develop appropriate assessment strategies Illustrated with children's work this how to guide provides practical illustrations of how standards can be used to benefit early childhood classrooms including many sample activities demonstrates how to work with standards in the separate subject areas of the sciences arts language and literacy mathematics and social studies offers ideas for including all children such as those with special needs and those just learning English and describes a project Children Study Their Play Yard illustrating how thematic standards based problem solving learning can be integrated into the total curriculum

**Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula**

Kimberly Buch, Kenneth E. Barron, 2012-12-10 Take an in depth look at discipline centered learning communities Using psychology as an example this issue provides prescriptive advice for those interested in developing a learning community in any academic discipline or program Learning communities are a powerful vehicle for creating and sustaining connections among students faculty and the curriculum but creating one can be a challenge By providing resources practical case studies and theoretical grounding this volume can both inspire and guide faculty staff and administrators in meeting their pedagogical and curricular goals Learn how the five types of learning communities based curricularly residentially in the classroom on the students themselves and even virtually can be used to enhance student engagement and learning Illustrating the versatility of the practice across a wide range of settings student populations and institutional types this issue also contains an extensive listing of resources that go beyond disciplinary boundaries and open possibilities for all in higher education This is the 132nd volume of this Jossey Bass higher education series New Directions for Teaching and Learning offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers **Early Years**, 1983 **Developing**

**Trauma-Responsive Approaches to Student Discipline** Kirk Eggleston, Erinn J. Green, Shawn Abel, Stephanie Poe, Charol Shakeshaft, 2021-03-10 Building on comprehensive research conducted in US schools this accessible volume offers an effective model of school leadership to develop and implement school wide trauma responsive approaches to student discipline Recognizing that challenging student behaviours are often rooted in early experiences of trauma the volume builds

on a model from the Substance Abuse and Mental Health Services Administration SAMHSA to walk readers through the processes of realizing recognizing responding to and resisting the impacts of trauma in school contexts Research and interviews model an educational reform process and explain how a range of differentiated interventions including Positive Behaviour Interventions and Supports PBIS social emotional learning SEL restorative justice and family engagement can be used to boost student resilience and pro social behaviour Practical steps are supported by current theory resources and stories of implementation from superintendents principals and teachers This text will benefit school leaders teachers and counsellors with an interest in restorative student discipline emotional and behavioural difficulties in young people and PreK 12 education more broadly Those interested in school psychology trauma studies and trauma counselling with children and adolescents will also benefit from the volume

*Developing Early Childhood Services: Past, Present and Future* Peter Baldock, 2011-01-16 Since Labour came to power in 1997 early years services have undergone a huge transformation for example a significant increase in the scale of provision the creation of an over arching policy approach Every Child Matters the establishment of new departments focused on children and their families at local and national level new structures designed to promote partnership between different bodies concerned with children s welfare significant changes in the early years curriculum new subsidies for childcare and education and new arrangements for regulation The book would offer an historical account of the development of early years services in the United Kingdom with consideration of developments in Wales Scotland and Northern Ireland as well as England After an Introduction arguing the relevance of an historical perspective it would offer a fairly brief account of developments from the 16th century to the Second World War a similarly brief account of developments from the Second World War up until the Conservative victory of 1979 a more detailed account of developments in the period of Conservative Government 1979 1997 and three chapters with an even more detailed account of developments since 1997 It is easy for those involved to become so focused on the implementation of the latest changes that they lose sight of the process of change itself This book would be intended to help them to understand what has happened so far to evaluate that process and to prepare for the future The objective would be to assist the reader to understand what has happened and why rather than argue that what we have now is or is not better than what went before or than any other set of arrangements that might be conceived

**The Early Childhood Curriculum** Suzanne Krogh, Kristine Slentz, 2001-04 Examines the meaning of curriculum discusses curriculum integration describes how to plan create and evaluate a curriculum and examines how modern literacy mathematics social studies science and expressive arts curricula evolved into their present forms Methods of assessing children s progress through the curriculum are integrated throughout

*Poverty Impacts on Literacy Education* Tussey, Jill, Haas, Leslie, 2021-09-24 Income disparity for students in both K 12 and higher education settings has become increasingly apparent since the onset of the COVID 19 pandemic In the wake of these changes impoverished students face a variety of challenges both internal and external Educators must deepen

their awareness of the obstacles students face beyond the classroom to support learning Traditional literacy education must evolve to become culturally linguistically and socially relevant to bridge the gap between poverty and academic literacy opportunities Poverty Impacts on Literacy Education develops a conceptual framework and pedagogical support for literacy education practices related to students in poverty The research provides protocols supporting student success through explored connections between income disparity and literacy instruction Covering topics such as food insecurity integrated instruction and the poverty narrative this is an essential resource for administration in both K 12 and higher education settings professors and teachers in literacy curriculum directors researchers instructional facilitators pre service teachers school counselors teacher preparation programs and students      Developing Trauma-Informed Teachers Ofelia Castro Schepers,Megan Brennan,Philip E. Bernhardt,2025-06-20 This book challenges traditional paradigms encouraging educators to shift their perspectives from what is wrong with you to a holistic understanding of what has happened Explore essential tools strategies and approaches to empower teachers in creating safe sustainable classroom environments      **Discipline Survival Guide for the Secondary Teacher** Julia G. Thompson,2010-11-09 Ideas for creating an orderly classroom where learning can thrive This unique hands on book is packed with tested ideas and strategies to help you create a classroom environment where good conduct and high achievement are the norm and where students become self motivated and take responsibility for their actions The second edition is fully revised and updated to reflect changes in the past decade Puts the focus on the teacher as a leader and coach who encourages students to buy into a classroom management approach Offers information about setting limits safety issues and protecting student s privacy Covers topics including technology disruptions in the classroom form i pods and cell phones computers in the classroom motivating engaging instructing students and communicating with students and parents This must have resource offers a comprehensive and accessible guide to discipline in the school setting complete with handy forms checklists and self assessments      **Handbook of Classroom Management** Edward J. Sabornie,Dorothy L. Espelage,2022-09-22 The Handbook of Classroom Management Third Edition is an authoritative treatment of the latest science and development in the study of classroom management in schools Evidence based classroom management practices and programs are essential to enhancing students academic behavioral social emotional and motivational outcomes across grade levels This comprehensive volume collects scholarship and cutting edge research for graduate students and faculty of psychology teacher education curriculum and instruction special education and beyond The book has been thoroughly revised and expanded with updated coverage of foundational topics such as effective instruction preventative strategies positive behavior intervention and supports family school relationships legal issues and other related topics while also giving new attention to social justice students on the autism spectrum and adaptations across urban rural and virtual contexts      *Resources in Education* ,2001-10      *Unconditional Education* Robin L. Detterman,Jenny A. Ventura,Lihi L. Rosenthal,Ken Berrick,2019 Unconditional Education outlines an approach by which schools serve

students through the integration of special education general education and mental health systems In building the capacity of their communities schools can meet the needs of their most marginalized students and create inclusive environments in which all students have the opportunity to thrive

**Developing Trauma-Informed Teachers** Ofelia Schepers,Megan Brennan,Philip E. Bernhardt,2022-07-01 Trauma is a public health crisis High rates of trauma exposure among youth and the impact that experiences of trauma can have on students psychosocial and academic outcomes are well established These traumatic events do not live outside of the scope of schools and teaching As children and teachers develop communities within their classrooms and schools trauma comes with those who have experienced it whether invited or not Bien Motta 2012 These experiences capture many facets of students lives including traumatic events however many teachers indicate that they feel unprepared to address students who have experienced trauma in meaningful and sustainable ways Caringi et al 2015 In response many schools and districts have adopted trauma informed practices Overstreet Chafouleas 2016 This text addresses the gap in the literature in embedding trauma informed practices into pre service teacher education This text provides examples of the various ways educator preparation faculty are developing and implementing trauma informed practices across their programs instituting broader curricular shifts to incorporate trauma informed practices shifting pedagogical practices to include trauma informed practices and collaborating across disciplines in order to ensure that teacher candidates are thoughtfully prepared to address students needs and create classroom environments that are equitable safe and sustainable for students and teachers

Psychological Perspectives on Early Childhood Education Susan L. Golbeck,2001-03-01 The field of early childhood education and the science of psychology have a long and closely intertwined history The study of young children s learning within school contexts provides a test of developmental theory while at the same time identifies the limits of psychology for informing practice The purpose of this book part of the Rutgers Invitational Symposium on Education Series is to bring together the work of the leading researchers in the field of child development and early education to inform three issues facing the United States today clarifying developmentally appropriate instruction from the perspective of cognitive developmental psychology ensuring that young children s schooling adequately addresses content and meeting cognitive goals while simultaneously supporting social and emotional development Throughout the role of empirical inquiry in developmental psychology for the practice of early education is examined

**Education Quality and Federal Policy** United States. Congress. House. Committee on the Budget. Task Force on Education and Employment,1983

**African American Children in Early Childhood Education** Iheoma U. Iruka,Stephanie M. Curenton,Tonia R. Durden,2017-05-31 This book presents both the challenges and opportunities that exist for addressing the critical needs of black children who have been historically underserved in the U S education system

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