



Enhancing Relationships Between Children And Teachers

Stephen W. Smith, Mitchell L. Yell



Enhancing Relationships Between Children And Teachers:

Enhancing Relationships Between Children and Teachers Robert C. Pianta, 2009 Aims to provide school psychologists child psychologists and other mental health professionals working with children with the theoretical and technical basis for designing interventions that enhance relationships between children and teachers The author draws on research in social development and relationship systems theory to describe the role of child adult relationships in the development of social and academic competencies and the potential of child teacher relationships to promote healthy development It is explicitly focused on the use of child teacher relationships as a preventive intervention and the role of the psychologist as a consultant to the classroom teacher the school and the school district PsycINFO Database Record c 2004 APA all rights reserved *Reflective Teaching* Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use

Attachment in Middle Childhood Kathryn A. Kerns, Rhonda A. Richardson, 2005-01-03 With contributions from leading investigators the book explores the effects on attachment of a wide range of factors in middle childhood including children s broadening network of social relationships Compelling data are presented on whether the quality of attachment in middle childhood can be predicted by assessments earlier in life and what may explain changes over time BOOK JACKET

Handbook of Psychology: Educational psychology Irving B. Weiner, Donald K. Freedheim, 2003 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications an future course of major unresolved issues in the area A STUDY OF TEACHER-STUDENT RELATIONSHIPS OF JUNIOR COLLEGE STUDENTS IN RELATION TO PARENTAL ENCOURAGEMENT NEED PATTERN AND VALUE PATTERN Dr. N. AJAY PAL REDDY, **The Influence of Teacher-Student Relationships and Feedback on Students'**

Engagement with Learning Roger Wood, 2018-06-11 This book presents a potential hierarchy between the three basic psychological needs central to Self Determination Theory SDT Findings from the author s research suggest that the motivation to exercise autonomy is an outcome that is cumulatively influenced by the perceived quality of the teacher student relationship and students perceived competence within specific learning contexts and with a specific teacher These findings are the basis for three hypotheses regarding students motivation to engage with learning activities The first is that perceived competence is informed by and reciprocally informs the quality of the teacher student relationship The second is that students perceived competence and the quality of the teacher student relationship have a combined impact upon students autonomous motivation The final posit is that a teacher can be autonomy supportive both prior to and during activities where students have opportunities to exercise their autonomy Such autonomy support includes the influence of teacher feedback upon students perceived competence and their subsequent motivation to autonomously engage with learning activities This

research begins to unravel such motivational interplay through an SDT informed model which is used as the basis for discussing the specific influence of teacher feedback and autonomy support upon students engagement with learning activities in formal learning settings The findings and model are worthy of further testing and development as part of the wider agenda of student engagement wellbeing and positive psychology prevalent in educational research education psychology and the philosophy of social motivation

Handbook of Psychotherapies with Children and Families Sandra W. Russ, Thomas H. Ollendick, 1999-10-31 This handbook presents a comprehensive overview of the current array of intervention approaches in the child mental health field Its coverage reflects current trends of intervention with specific problems and populations empirical support of the approach and the integration of treatment approaches proceeding from global presentations of basic theoretical approaches to applications with specific problems and populations Unique features are its focus on future directions for research and clinical practice a structured format across diverse interventions with a focus on empirical validation and interventions that integrate different theoretical components

Handbook of Early Childhood Teacher Education Leslie J. Couse, Susan L. Recchia, 2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators

Teacher as Activator of Learning Gayle H. Gregory, 2016-02-11 Flip the Switch How to Get Students Into Learning Mode Now In his well known meta analysis John Hattie suggests that facilitating learning is not as effective or powerful as activating learning In this book Gayle Gregory shows you how to facilitate better and deeper learning Packed with practical strategies that teachers can use every day to increase student achievement you will also discover what educational neuroscience says about nurturing a growth mindset and creating classrooms that support and encourage students to take risks and fail forward Learn how to Foster student dialogue and thinking Orchestrate productive reflective flexible student groups Develop respectful learning relationships between and among students and teachers Teacher competencies and clarity related to student goals and success criteria with quality feedback are essential for student success This resource will enrich learning environments for students and increase the chance of success for all In going from teachers as fount of knowledge to teacher as facilitator the field has overcorrected Gayle Gregory corrects all that with a

comprehensive and deep portrayal of the need for teachers to be activators of learning in partnership with students Based on equal measure of research and practice Gregory gives is a compelling set of ideas and tools to maximize student learning and engagement Read it and hit the ground running Michael Fullan Professor Emeritus OISE University of Toronto The Oxford Handbook of School Psychology Melissa A. Bray Ph.D., Thomas J. Kehle Ph.D., 2011-02-18 With its roots in clinical and educational psychology school psychology is an ever changing field that encompasses a diversity of topics The Oxford Handbook of School Psychology synthesizes the most vital and relevant literature in all of these areas producing a state of the art authoritative resource for practitioners researchers and parents Comprising chapters authored by the leading figures in school psychology The Oxford Handbook of School Psychology focuses on the significant issues new developments and scientific findings that continue to change the practical landscape The handbook s focuses include allegiance to the reciprocal relationship between science and practice to promote problem solving and enrichment models service delivery designed to improve competencies of all students the relationship between general cognitive ability and important life outcomes the development of viable and enduring educational family and community systems to support students increasing student diversity and the necessity of increased sensitivity to the influences of social cultural political and legislative variables of schooling outlining tenable reasons why since the end of World War II children from kindergarten through the secondary grades have generally not been the recipients of a superior or efficient educational system all relevant legislation including the No Child Left Behind Act and the ongoing question of who or what is responsible for the inadequate academic preparation of inner city children building a cumulative knowledge base to better facilitate students academic social and personal competencies including the promotion of positive mental health and subjective well being The scholarship compiled here is a must read for practitioners students and faculty and an ideal resource for parents seeking a scientific approach to the efficacy of school psychology practices In both breadth and depth this handbook promises to serve as the benchmark reference work for years to come **Handbook of Research on Schools, Schooling and Human Development** Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home And schools probably exert more influence on children s development and life chances than any environment beyond the home and neighbourhood The purpose of this book is to document some important ways schools influence children s development and to describe various models and methods for studying schooling effects Key features include Comprehensive Coverage this is the first book to provide a comprehensive review of what is known about schools as a context for human development Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom level influences such as teacher student relations to broader influences such as school organization and educational policies Cross Disciplinary this volume brings together the divergent perspectives methods and findings of scholars from a variety of disciplines among them educational psychology developmental psychology school psychology social psychology psychiatry

sociology and educational policy Chapter Structure to ensure continuity chapter authors describe 1 how schooling influences are conceptualized 2 identify their theoretical and methodological approaches 3 discuss the strengths and weaknesses of existing research and 4 highlight implications for future research practice and policy Methodologies chapters included in the text feature various methodologies including longitudinal studies hierarchical linear models experimental and quasi experimental designs and mixed methods

The Culture of Child Care Kay E. Sanders, Alison Wishard Guerra, 2016-03-09 As societies are experiencing increasing levels of immigration from contexts outside of the Western industrialized world child care programs are experiencing simultaneously increasing diversity in enrollment A question that has been raised by early childhood advocates and practitioners is whether the former articulations regarding definitions of quality models of relationships and peer relations in the child care context are accurate and relevant within the increasing racial linguistic and ethnic diversity of the United States The Culture of Child Care provides a much needed integration of research pertaining to crucial aspects of early childhood development attachment in non familial contexts peer relations among ethnically and linguistically diverse children and the developmental importance of child care contexts during early childhood This volume highlights the interconnections between these three distinct bodies of research and crosses disciplinary boundaries by linking psychological and educational theories to the improvement of young children's development and experiences within child care The importance of cultural diversity in early childhood is widely acknowledged and discussed but up until now there has been little substantive work with a cultural focus on today's educational and early child care settings This innovative volume will be a unique resource for a wide range of early childhood professionals including basic and applied developmental researchers early childhood educators and advocates and policymakers

Handbook of Research-Based Practice in Early Education D. Ray Reutzel, 2013-04-16 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK-3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities

Learning to Trust Marilyn Watson, 2018-07-31 Learning to Trust describes a constructivist approach to classroom management and discipline that was developed by the Child Development Project a multiyear research and development project that applied attachment theory care and self-determination theories to the elementary school classroom In this book Marilyn Watson provides an overview of the research on attachment theory and a detailed description of its implications for teaching and classroom management while chronicling one teacher Laura Ecken and her second third grade class in a high poverty school across two years as she implements the Child Development Project and manages the class

guided by attachment theory Watson documents in detail Laura's day by day and week by week efforts to build caring trusting relationships with and among her students and describes the many steps Laura takes to guide the class into becoming a caring learning community while also meeting her students individual needs for autonomy and competence Of course not all goes well in this very real classroom and the ways Laura manages the pressures of competition and students many misbehaviors ordinary and serious are clearly and sometimes humorously described Such teaching is not easy and is counter to more controlling management approaches common in many schools The book concludes with a chapter on how teachers might find support in their current schools for this more collaborative approach to classroom management as well as a chapter that includes reflections from a number of the students seven years after leaving the class

Promoting Resilience in the Classroom Carmel Cefai, 2008-03-15 This book explores ways of nurturing resilience in vulnerable students It proposes a positive way of thinking about schools as institutions that can foster cognitive and socio emotional competence in all students It examines effective practices and assesses a range of classroom processes such as engagement inclusion and prosocial behaviour

Research on Mental Health Problems in Children and Adolescents Yong Xu, 2022-03-22 There are many mental health problems of some types in children and adolescents Manifestations such as attention deficits cognitive disturbances lack of motivation and negative mood all adversely affect scholastic development It is often unclear what factors associated with school affect children's mental development and what preventive measures and interventions at school might be effective It is importance to clear the risk factors of mental health problems in child and adolescent for improving mental health problems in child and adolescent

Attachment and Emotional Development in the Classroom David Colley, Paul Cooper, 2017-08-21 As part of preparation for the classroom it's key for trainee teachers to understand the emotional needs of students This book provides a clear introduction to emotional development and attachment offering advice and guidance from a diverse range of professional perspectives including psychology health and education

Understanding Schooling Through the Eyes of Students Joseph F. Murphy, 2016-05-16 Peer through the eyes of students See school their way When we act on what students show us valued outcomes follow Students know what engages and bores them and can offer dynamic insight into how to pique their best When we know how to listen we can increase interest motivation and achievement This book shows readers how to tap into this student insight and adjust thinking to see learning through their eyes Experience new levels of engagement and growth as you learn to Build a culture of support safety and membership through academic excellence Nurture the growth of engaged teaching

Strategies for Teaching Boys and Girls -- Elementary Level Michael Gurian, Kathy Stevens, Kelley King, 2010-12-15 In his best selling classic Boys and Girls Learn Differently Michael Gurian explained the origin and nature of gender differences in the classroom His important book explored the behavior teachers observed and the challenges they faced with both boys and girls in their classrooms Taking the next step Strategies for Teaching Boys Elementary Level A Workbook for Educators and Girls offers teachers a hands on

resource that draws on the Gurian Institute's research and training with elementary schools and school districts. The workbook presents practical strategies, lessons, and activities that have been field tested in real classrooms and developed to harness boys and girls' unique strengths. The workbook is designed to help teachers build a solid foundation of learning and study habits that their students can use in the classroom and at home. It covers the key curricular areas and offers proven techniques to make learning no matter what the subject more engaging for all students. The workbook is an essential resource for all teachers who want to improve their practice and get the most from all students, whatever their gender.

Creating Positive Elementary Classrooms Stephen W. Smith, Mitchell L. Yell, 2021-12-15 A comprehensive practical evidence-based guide to preventing and responding to challenging behavior, creating a caring positive classroom environment, and to effective teaching practices that fosters learning and self-regulation for all students.

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