Resources for RED 303:

Teaching Children to Care by Ruth Sidney Charney

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| What were the key points of your assigned readings?  These can be listed in bulleted format under each chapter.  Identify/Explain/Plan 1 idea from EACH chapter that you will “look for” or “try” during your RED 414 Clinical. | List any questions or discussion topics you would like discussed in class. |
| **Section I Building a Learning Community**  **Chapter 1 Intentions** |  |
| * Make the classroom an inviting and nurturing place. Define priorities in the classroom. Create self-control and a strong classroom community. Build a community by knowing names, taking turns, sharing, being friendly, constructive, and cooperative. * I want to make my classroom inviting to all students. I will challenge myself to make sure that all students feel like a part of the community. |  |
| **Chapter 2 I See You, I See Everything** |  |
| * A classroom community is the first part of the curriculum. It is the most important part and needs to be established right away. Establish classroom rules together. When a student is doing something right, make sure to comment. Use guided discovery whenever possible to introduce curriculum expectations. Slowly release responsibility to students. * It is very important to model good behavior as a teacher. Students look at teachers as role models and they learn many actions from observation. |  |
| **Chapter 3 Making the Rules with Children** |  |
| * It is important to make the classroom rules with the students. The rules will be based on the teacher, school and district guidelines. A general list of rules should be constructed then combined and prioritized. The rules should be agreed upon and posted as a reminder to all students. |  |
| **Chapter 4 Teaching the Rules** |  |
| * Teaching the rules is as important as deciding on the rules. Teachers must model the rules. Teachers should demonstrate rules then notice when students are and are not following the rules and comment. Model expectations through role-play. Do not let the rules become flexible through the year. |  |
| **Chapter 5 The Critical Contract: A Student’s Individual Goals for the Year** |  |
| * Making a critical contract can be very beneficial for students, teachers, and parents. This paves the way for a successful school year. Teachers can discuss goals and their progress during teacher/parent conferences. The contract should be reviewed throughout the year to ensure that goals are being met. |  |
| **Section II Making the Community Work**  **Chapter 6 Using Logical Consequences When Rules are Broken** |  |
| * Use logical consequences when rules are broken. Do not humiliate students. It is important to be consistent with consequences to make sure students are not being singled out or treated unfairly. Be firm with consequences but be sure to be respectful. This ties back into making a classroom community. |  |
| **Chapter 7 Time-Out: Establishing Boundaries and Promoting Self-Control** |  |
| * Model a time-out to the whole class to make sure they know what it looks like. Make sure this is done after correcting a behavior rather than before. Time-outs can be embarrassing for some students but they will be effective for most. |  |
| **Chapter 8 The Five Percent** |  |
| * Teachers will struggle with these students. We must learn how to break the habit of the student that is seeking attention through bad behavior. Bargaining with students will help students and teachers come to a conclusion that will benefit the classroom community. |  |
| **Chapter 9 Working Together to Support the Rules** |  |
| * It is essential to enlist other teachers and administrators to support the rules at all times. It may be necessary to have other teachers or administrators enter the classroom to discuss and reinforce rules. Reinforcement of rules consistently will be key in supporting the rules. Making sure that all students are following rules will aid in a better classroom community. |  |

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| **Section III The Voices of Teaching**  **Chapter 10 Empowering Language: Say What You Mean and Mean What You Say** |  |
| * Guidelines and rules must be set in a manner that is easy for students to understand. Do not use threatening language. Teachers must also follow the rules. Once rules and consequences are set in place, they must be followed for each student and upheld for the rest of the year. Only use direct language when a student is not responding to indirect redirection. Give students a choice to do the right thing to encourage independence. Encourage students and make their classroom experience enjoyable. Allowing students to be the helper will make them feel like a bigger part of the classroom community. |  |
| **Chapter 11 Stress the Deed, Not the Doer** |  |
| * When speaking with a child about why they are in trouble, be specific about what they did wrong. Be sure to correct the action. When giving a consequence, be sure that the action is being corrected and make an example while stressing the action so the whole class is learning. Students should also be aware of how to address a problem. When students are talking to other students about their actions it should not be in a way that the student feels attacked. Not only the negatives need to be pointed out but also the positives. Students are more likely to do those actions when they are pointed out in a positive manner. |  |
| **Chapter 12 The Voices of Authority** |  |
| * Voice of Principle- Allowing students to speak and let their voice be heard. Everyone in the classroom should have a voice, this will create a better classroom community. * Voice of Procedure- Use rules in the lunchroom, hallway, and playground that are already set in place. These rules will be the same for the whole school. These rules are for safety. * Personal Voice- This voice helps solve conflicts and makes compromises. |  |
| **Section IV Further Strategies for Difficult Classroom Behaviors**  **Chapter 13 Problem-solving Class Meetings** |  |
| * Involve the whole class in making decisions. Work with the class to make decisions about what is proper behavior in the classroom as well as solving problems of bad behavior. The class should create some expectations and guidelines on their own. The students will feel more accountable to follow the classroom rules and expectations this way. This will also help students become problem solvers. When students are problem solving, it is important to make sure everyone’s voice is heard and everyone is comfortable to express their opinions. |  |
| **Chapter 14 Teachers as Mirrors: Using Social Conferences** |  |
| * When solving an immediate problem, speak with the student directly. When speaking with the student, avoid lecturing the student. Be direct and make sure student knows the problem. Give the student a choice and have them come up with solutions. This gives the student responsibility. Giving the students choice will give a chance for positive reinforcement. |  |
| **Chapter 15 Individual Contracts** |  |
| * When making individual contracts, they should include behavior goals, ways to communicate, ways to determine success, celebration of achievement and consequences when rules are broken. Parents, teachers and the student should be included on the contract so expectations are clear to all parties. Make the contract realistic and achievable. If the goal is achieved, make an new goal. |  |
| **Section V Clear Positives**  **Chapter 16 Teaching by Clear Positives: Revisiting Ideals** |  |
| * Alternatives to violence and stress should be readily available. Classroom community will flow better when the classroom has a positive vibe. Teachers should strive to engage all students. Also, there should be systems in place for students when they are acting out. Be sure to point out positives. |  |
| **Chapter 17 Clear Positives in Action** |  |
| * Make sure students know the reasoning for their work. They should know their work has a purpose. Make the tasks specific so students see what is expected. Provoke students’ interests to further engage the students. Promote critical and creative thinking. |  |