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	Nota di contenuto	An Interpersonal Approach to Classroom Management - Cover; An Interpersonal Approach to Classroom Management; Contents; Preface; Acknowledgments; About the Authors; Introduction: What Are Your Implicit Theories of Classroom Management?; Observing Student Engagement; Classroom Management in Today's Classrooms; Teachers' Beliefs About Discipline; Espousing a Relational View of Classroom Management; Connecting With All Students; Redefining Discipline; KEY TERMS; RESOURCES FOR TEACHERS; PART I. Management as a Function of Student Engagement; 1. What Does It Mean for Students to Be Engaged? Three Types of EngagementMotivational Systems Theory; Self-Determination Theory; Why Is Relational Engagement Important?; What Teachers Can Do to Support Caringand Students' Relatedness Needs; KEY TERMS; RESOURCES FOR TEACHERS; 2. How Do I Organize My Classroom for Engagement?; Instructional Design: Consistency Management; Organizing for Student Autonomy; Planning to Promote

Behavioral and Relational Engagement: Routines and Rituals; Establishing Routines for Engagement; Creating Rituals for Engagement; Planning to Promote Cognitive Engagement: Classroom Goal Structures; KEY TERMS

RESOURCES FOR TEACHERS3. How Do I Create a Classroom Climate That Supports Engagement?; Developing Students' Autonomy and Responsibility: Classroom Discourse Patterns; Do I Speak to My Students in a Way That Promotes Their Autonomy and DevelopsTheir Sense of Responsibility?; When I Speak to My Students, Am I Clear About How to Be Successful?; When I Speak to My Students, Am I Clear That Everyone Belongs?; When We Are Having a Conflict, Do I Communicate the Value of Reconciliation?; KEY TERMS; RESOURCES FOR TEACHERS; PART II: Management as a Function of Classroom Relationships

4. How Do I Model Caring in Relationships With Students?Observing Beliefs About Relationships; Teacher Beliefs About Relationships; Warm Demanding Teachers; Feedback, Praise, and Academic Press; KEY TERMS; RESOURCES FOR TEACHERS; 5. How Can I Build Supportive Peer Relationships?; Revisiting Alice's and Kim's Classrooms; Why Are Peer Relationships Important?; Building a Positive Classroom Community; The Child Development Project; The Open Classroom Learning Community; Building Community Using Cooperative Learning; Peer Relationship Issues in the Classroom

Facilitating Supportive Relationships With Children With Special NeedsReducing Peer Victimization and Bullying; KEY TERMS; RESOURCES FOR TEACHERS; 6. How Do I Connect With Diverse Students?; Observing Discourses About Diversity; Cultural Synchronization: (Mis)Interpreting Disrespect; Observing Systemic Oppression; Disrupting Systemic Oppression: Maintaining Expectations, Transforming Deficit Thinking, and Offering Positive Intent; What Does It Mean to Be Culturally Competent in Our Relationships?; KEY TERMS; RESOURCES FOR TEACHERS; PART III. Management as a Function of Teacher Self-Regulation

7. What Does It Mean to Self-Regulate My Classroom Management Tasks?

| Sommario/riassunto | 'An Interpersonal Approach to Classroom Management' contrasts how two teachers respond differently to common situations. The authors expertly bridge the gap between educational psychology and peer and student-teacher management from the perspectives of student engagement, classroom relationships, and teacher self regulation. Both current and prospective teachers will find helpful tools for exploring their beliefs, motivating students, and responding to conflict. |