

Chapter 1 : Stick better than carrot for motivating students and staff - Telegraph

In Better Than Carrots or Sticks, longtime educators and best-selling authors Dominique Smith, Douglas Fisher, and Nancy Frey provide a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together.

Needs and Obligations are established Accountability is defined as punishment Accountability is defined as effects and repair Justice directed at victim Offender, victim and school all have direct roles toward justice No opportunity for remorse Opportunities to express remorse The first 3 items seem to be punitive in my Daily Engagement Assessment set up. But the question remains. When students sign up for a language class because they feel obligated to do so for college admissions, how do we change the culture from a rules and punishment basis to a relationship and accountability basis? Even so, I want to move toward the restorative column. So how do we get there? Next the chapter brings up some restorative practices that will be discussed more in the book. The first is to have individual conferences to address problematic behavior. Immediately, I see this connecting with a student driven comprehension based classroom. As always in education, I wonder where there is time to fit such things in, but I think we have to decide that supporting strong classroom management is worth the investment of time and we have to stop other things when situations arise that need individual attention. On page 9, I connect to the idea that many consequences are actually punishments. Often times, punishments create more distance between us and our students. This distance goes against our goal of creating student driven comprehension based classrooms. But how do we hold students accountable when they engage in disruptive behavior without punishments? So far, the book describes why punishments are harmful. We leverage our power over students when we use punishments. This leverage of power does not create accountability but it does create negativity toward the one leveraging the power. This makes sense to me and I hope the book offers more about ways other than punishments to hold students accountable when needed. Chapter 1 one continues by describing the danger of things such as humiliation. It seems common sense to me that shame or humiliation will not work to improve a classroom environment. The chapter continues by describing school climate and how it affects student achievement. The chapter ends with a list of 3 tiers of interventions which seems similar to many school wide behavior systems such as MTSS Multi tiered systems of support and other system processes to support students. Again, I feel left searching for specifics for ways to move my classroom into restoration. The big ideas in chapter 1 leave me wanting to read more. Do any of my practices create humiliation or shame? How can I change my Daily Engagement Assessment to move from punishment to relationships? Should I be opening the year with a focus on relationships to each other in respect to processing comprehensible Latin? Is communication home to parents punishment or restoration? Can it be either? If so, how do we guide the conversation toward restoration instead of punishment?

Chapter 2 : Better Than Carrots or Sticks: Takeaways from Chapter “ Comprehensible Antiquity

In Better Than Carrots or Sticks, longtime educators and best-selling authors Dominique Smith, Douglas Fisher, and Nancy Frey provide a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together. After a comprehensive overview of the roots of the.

Traditional Approaches Accountability is defined as punishment Accountability is understanding the impact of the offence and repairing the harm Schools and rules are violated People and relationships are violated Justice is directed at the offender and the victim is ignored The offender, victim, and school community all have direct roles The authors also make some important points about rewards and punishments, which are associated with traditional disciplinary approaches. They may result in short-term changes, but in reality they promote compliance and little else. In Chapter 2, the authors argue that social-emotional learning is also an important component in a restorative school climate. They list the 5 social and emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning: Teachers need to realize that their classroom-management strategies and skills will either help or hinder the development of an overall restorative school culture. As well, when establishing classroom management procedures, teachers should keep in mind the developmental needs of their students. For instance, the same restrictive measures that are necessary for primary-age students are inappropriate for secondary level students. Also included in Chapter 3 is a great discussion on what the authors call the ABCs of behaviour: Some additional techniques for de-escalation include: Several informal peace-building strategies associated with a restorative school culture are introduced in Chapter 4. The first, the 2 x 10 strategy, is great for building relationships: Central to restorative practices are affective statements. These help both teachers and students to express their feelings without negatively labeling other students. Informal classroom circles are an important restorative practice that can be used proactively to prevent conflict. Some important aspects of effective circles are that everyone is given an equal but strictly voluntary opportunity to speak while all others listen without interruption and the process is not rushed or dominated by the teacher. Before discussing these strategies, the authors share some thoughts on overcoming any resistance by school staff members to restorative approaches. It is critical to deal with their opposition as these strategies will not be effective unless there is consensus among the adults in the school on the restorative philosophy. All staff must believe in the importance of restitution and reintegration, and not focus on consequences and marginalization. When harm is done in schools, the authors recommend that J. Windup “ Observers of the harmful behaviour share their perspectives and support both the victim and the offender. Before the dialogue occurs, both parties should be given time to unwind, and the facilitator should also meet with each student separately. Most importantly, both students must be willing to participate in the dialogue. At the conclusion of Chapter 5, the authors outline some key steps in a re-entry plan for a student returning from having engaged in harmful or inappropriate behaviour. These include rehearsing the student and identifying a life-line a fall-back plan if the student feels anxious on returning to class. In the final chapter, the authors emphasize that all staff in a school must have the right mindsets in order to create a truly restorative culture.

Chapter 3 : [PDF/ePub Download] better than carrots or sticks eBook

Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas B. Fisher and Nancy E. Frey [Select a link to read sample content.](#)

July 10, 4 Minutes This blog entry fits into a series of chapter reviews on the book, *Better Than Carrots or Sticks*: Find the review of Chapter 1 [Here](#). After Chapter 1 of *Better Than Carrots or Sticks* I have a couple of pressing questions for myself as I reflect on my own classroom management practices. How, specifically, can I move my practices from punishment based to restorative based? How do we lead students to view interactions based on relationship instead of based on rules and procedures? Where do my current practices fit? The good news is, there are elements of relationship that I can focus on which I think will move my practices from punishment to restoration. My classroom management procedures are centered around a Daily Engagement Assessment Dea Large which is based on the following: I am listen to or read Latin to understand. I do everything I can so that my neighbor can listen to and read Latin for understanding. My school situation complicates DEA somewhat as we are are 1 to 1 school with chromebooks. Our handbook has 2 important rules which I have to entwine into my daily practices. Students must use devices related to curriculum when the teacher allows. Students may not use devices or the network to play games or do anything not related to curriculum. In my DEA practices, I communicate to students when they do not meet expectations 2 times. After the 2nd time, they are to meet with me one on one outside of class or I will contact home. Students view this as a punishment, but contacting home can be based in relationship, but how do I make that happen? Chapter 2 starts out with a discussion about the importance for teachers to invite students to learn. I think all teachers want to invite students to learn. But is or invitation to learn inviting? Page 23 has a chart with characteristics of Intentionally Uninviting, Intentionally Inviting, Unintentionally Uninviting, Unintentionally Inviting teachers. So how do I add consistency, purpose and sensitivity to student needs to my energy and enthusiasm? The book continues with some ideas that I think are common sense. We need to bring a positive attitude to our classrooms. An example of a student survey is given on page Might student interest surveys, in Latin, wrapped around into a language task be a purposeful way to create student driven input while building trust with students in upper level courses early in the year? The book starts to lose me as it talks about home visits and attending extracurricular activities. I already take home much more work than I should. Our whole system needs to change to make things like home visits happen. What discussions can we have at building and district levels to make these things possible for staff within the system of employment? Finally the book starts to investigate important elements of instruction. What does responsibility look like with students within a lesson? Purposeful learning seems key for students to be able to take responsibility. What does I purposeful lesson based on acquisition look like? How can I communicate the purpose of daily lessons in respect to the goal of acquisition? Next there is an investigation of collaborative learning. I think there is potential here for my classroom in respect to tasks in which students respond to Latin that they understand with tasks like Self Directed Reading or Language Tasks. But an intense question remains. Should surveys such as this be a part of a grade? How do we offer language support? This is really important when we complete activities such as read and discuss and personalized questions and answers. Listen to make sure I got it right. The chapter ends with a discussion about self regulation in students. How do we teach this to students? An example from a math classroom from the book. Students completed a 3 part assessment. The 1st part was a conventional math test. The 2nd part was extended problem based learning tasks that students had to complete collaboratively. The 3rd part was a self reflection. Should we be grading group work and reflection along with content? Students will enter a workforce the requires collaboration. We need to require in their classroom experience as well. Lastly, chapter 2 left me with powerful thoughts about the importance of self regulated learning for students. Self regulated learning fits well with acquisition based learning, especially when we consider that students acquire language at their own pace. Unfortunately, some schools are in the business of issuing mandates that reduce choice in an effort to curtail misbehavior. Self regulated learning is appealing to me. But how do we accomplish it? How do we access these types of thing along with content? Should we be

access how students approach acquisition as much as how much they actually acquire?

Chapter 4 : ASCD Book: Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management

Better Than Carrots or Sticks is the on-line book study for you. Educators who use a restorative practices approach to discipline create classrooms that are based on mutual respect and more focused on student achievement.

In the opening chapter of *Better Than Carrots or Sticks*, the authors provide a chart that contrasts traditional approaches to discipline to restorative approaches:

Traditional Approaches	Restorative Approaches
Accountability is defined as punishment	Accountability is understanding the impact of the offence and repairing the harm
Schools and rules are violated	People and relationships are violated
Justice is directed at the offender	Justice is directed at the offender and the victim
The offender, victim, and school community all have a role	The offender, victim, and school community all have a role

The authors also make some important points about rewards and punishments, which are associated with traditional disciplinary approaches. They may result in short-term changes, but in reality they promote compliance and little else. In Chapter 2, the authors argue that social-emotional learning is also an important component in a restorative school climate. They list the 5 social and emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning: Chapter 3 examines classroom procedures and teacher expectations that contribute to a restorative culture. Teachers need to realize that their classroom-management strategies and skills will either help or hinder the development of an overall restorative school culture. As well, when establishing classroom management procedures, teachers should keep in mind the developmental needs of their students. For instance, the same restrictive measures that are necessary for primary-age students are inappropriate for secondary level students. Also included in Chapter 3 is a great discussion on what the authors call the ABCs of behaviour: Some additional techniques for de-escalation include: Several informal peace-building strategies associated with a restorative school culture are introduced in Chapter 4. The first, the 2 x 10 strategy, is great for building relationships: Central to restorative practices are affective statements. These help both teachers and students to express their feelings without negatively labeling other students. Informal classroom circles are an important restorative practice that can be used proactively to prevent conflict. Some important aspects of effective circles are that everyone is given an equal but strictly voluntary opportunity to speak while all others listen without interruption and the process is not rushed or dominated by the teacher. Before discussing these strategies, the authors share some thoughts on overcoming any resistance by school staff members to restorative approaches. It is critical to deal with their opposition as these strategies will not be effective unless there is consensus among the adults in the school on the restorative philosophy. All staff must believe in the importance of restitution and reintegration, and not focus on consequences and marginalization. When harm is done in schools, the authors recommend that J. Windup " Observers of the harmful behaviour share their perspectives and support both the victim and the offender. Before the dialogue occurs, both parties should be given time to unwind, and the facilitator should also meet with each student separately. Most importantly, both students must be willing to participate in the dialogue. At the conclusion of Chapter 5, the authors outline some key steps in a re-entry plan for a student returning from having engaged in harmful or inappropriate behaviour. These include rehearsing the student and identifying a life-line a fall-back plan if the student feels anxious on returning to class. In the final chapter, the authors emphasize that all staff in a school must have the right mindsets in order to create a truly restorative culture.

Chapter 5 : Carrot and stick - Wikipedia

Better Than Carrots or Sticks is a short accessible book for educators interested in restorative practices. I enjoyed this book immensely because it provided both the micro and macro changes a educator as well as an entire school can

make to support ALL students.

Chapter 6 : Better Than Carrots or Sticks: Chapter 2 Review. “ Comprehensible Antiquity

This post is the beginning of a series of blog posts as chapter reviews of the book Better Than Carrots or Sticks. See other reviews with the links below: Chapter 2 - Self Regulated Learning The title of Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith et al stuck.

Chapter 7 : Peter Atkinson: Better Than Carrots or Sticks

This blog entry fits into a series of chapter reviews on the book, Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith et al. Find the review of Chapter 1 Here.

Chapter 8 : Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management

Better Than Carrots or Sticks Restorative Practice Not about rewards and punishments Traditional Versus Restorative Approach to Discipline Traditional Approach.

Chapter 9 : Better than Carrots or Sticks - Center for Collaborative Support Book Studies

The authors also make some important points about rewards and punishments, which are associated with traditional disciplinary approaches. First, they state that "Rewards and consequences don't work - or at least, they don't teach.