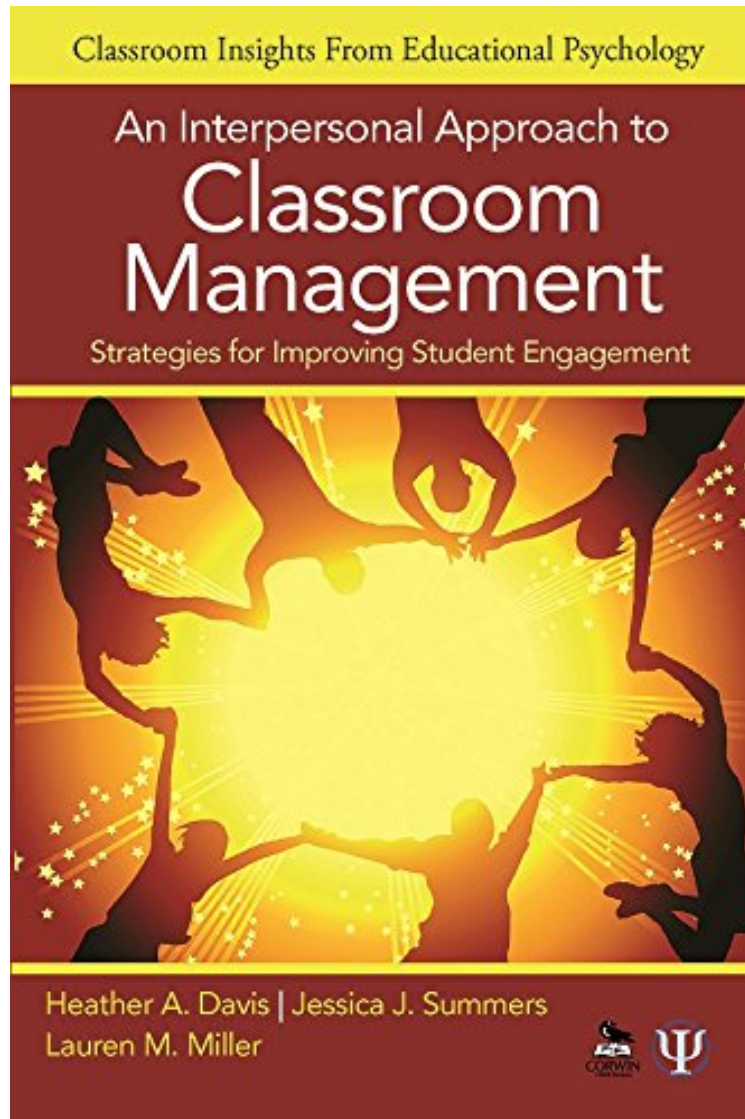


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An Interpersonal Approach to Classroom Management: Strategies for Improving Student Engagement (Classroom Insights from Educational Psychology)

Heather A. Davis, Jessica J. Summers, Lauren M. Miller

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Heather A. Davis, Jessica J. Summers, Lauren M. Miller : An Interpersonal Approach to Classroom Management: Strategies for Improving Student Engagement (Classroom Insights from Educational Psychology) before purchasing it in order to gage whether or not it would be worth my time, and all praised An Interpersonal Approach to Classroom Management: Strategies for Improving Student Engagement (Classroom Insights from Educational Psychology):

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Presenting the psychology behind the best-managed classroomsThe authors engage you from the start by contrasting how differently teachers respond to common situations. They expertly bridge the gap between educational psychology and classroom management from the perspectives of student engagement, peer and student-teacher relationships, and teacher self regulation. Both current and prospective teachers will find helpful tools for engaging difficult students, managing challenging relationships, and handling conflict. Key topics include: Student behavioral, relational, and cognitive engagement in the learning process Classroom structures that contribute to student engagement The contribution of peer relationships to positive and negative behavior management Strategies that help children learn to manage their own behavior Connecting with students who are culturally and linguistically diverse

""Developing strong relationships with all students is key to their academic success, particularly for students who might be viewed as problematic or poor performers. The authors provide strong, relevant examples of positive teacher student relationships and ideas for educators to immediately implement in their own classrooms." "--Hope Edlin, Teacher (10/24/2011)""Developing strong relationships with all students is key to their academic success, particularly for students who might be viewed as problematic or poor performers. The authors provide strong, relevant examples of positive teacher-student relationships and ideas for educators to immediately implement in their own classrooms." -- Hope Edlin, Teacher (10/24/2011)-Developing strong relationships with all students is key to their academic success, particularly for students who might be viewed as problematic or poor performers. The authors provide strong, relevant examples of positive teacher-student relationships and ideas for educators to immediately implement in their own classrooms.- --Hope Edlin, Teacher (10/24/2011) "Developing strong relationships with all students is key to their academic success, particularly for students who might be viewed as problematic or poor performers. The authors provide strong, relevant examples of positive teacherdash;student relationships and ideas for educators to immediately implement in their own classrooms." (Hope Edlin, Teacher 2011-10-24)About the AuthorDr. Heather A. Davis is an Associate Professor in the Department of Curriculum, Instruction, and Counselor Education at North Carolina State University. Trained as an educational psychologist, her teaching interests surround helping pre-service and practicing teachers use theories of development to meet their studentsprime; needs. For the last ten years, she has worked collaboratively with school districts throughout Georgia, Ohio, and North Carolina to understand the nature of teacher-student relationships and what it means to create schools that fully engage students in the learning process. <http://www4.ncsu.edu/~hadavis2/index.html>Dr. Jessica Summers is an Assistant Professor in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona. She previously served on the faculty of the University of Missouri-Columbia. Also trained as an Educational Psychologist, Dr. Summersprime; scholarship focuses on understanding the role of motivation and social relationships in learning and achievement, specifically how social context (as both processes and phenomena) affects studentsprime; motivation to learn, and how this contributes to studentsprime; overall success as learners. She currently serves on the editorial boards of Contemporary Educational Psychology, The Elementary School Journal, the Journal of Experimental Education, and the American Educational Research Journal.Lauren Miller is a Nationally Board Certified 1st grade teacher at Durham Academy in Durham, NC. She holds a Masters degree in Developmental Supervision from the Department of Curriculum, Instruction, and Counselor Education at North Carolina State University. She has taught at public and private elementary schools in Durham, North Carolina, has supervised student teachers, and has conducted research on effective models for training supervisors and for teacher professional development.