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By the author of *Reality Therapy*  
**WILLIAM GLASSER, M.D.**

# SCHOOLS WITHOUT FAILURE



# Schools Without Failure Perennial Library

**D. Waitley**



## **Schools Without Failure Perennial Library:**

Schools Without Failure William Glasser, 1975      Schools Without Fail William Glasser, 1975-06-25 Proposes that the key to reducing the failure of children at school is a change in educational philosophy to make involvement relevance and thinking realities in the school The examples and the detailed suggestions have been directed primarily toward the elementary school      Schools Without Failure William Glasser, 1975      Strategic Communications for School Leaders Vicki Gunther, James McGowan, Kate Donegan, 2011-03-16 Gunther McGowan and Donegan draw on their own experiences and those of others in the field to explain the importance of communication in school leadership In focusing on the communication process why it is critical for schools and how it can be executed well they make the case that communication must be a primary emphasis for leaders not an afterthought In Strategic Communications for School Leaders the authors provide the insights and skills necessary for understanding the role of communication in educational leadership They also lay the foundation for helping leaders and those that aspire to be create and execute communication plans that help to win the trust of an increasingly skeptical public and provide a means to advocate for schools appropriate share of scarce resources Topics addressed in the book include the following understanding the audiences and their information channels aligning the school leaders messages with their educational goals and values telling stories and using illustrative examples delivering honest and credible messages including admitting mistakes using technology intelligently and appropriately and creating and adhering to a communications plan      *Challenging Dominant Views on Student Behaviour at School* Anna Sullivan, Bruce Johnson, Bill Lucas, 2016-05-20 This is a deliberately provocative book It critiques current student behaviour management practices seeks to explain the flawed assumptions that justify those practices and proposes how things could be better for children in our schools if different practices were adopted It is one of the few books to offer alternative ways of addressing the issues associated with student behaviour at school and exposes the field to serious and sustained critique from both a research perspective and a children's rights ideological stance The authors address the following questions What ideas dominate current thinking on student behaviour at school What are the policy drivers for current practices What is wrong with common behaviour approaches What key ideologies justify these approaches How can we present ethical alternatives to current approaches How can a human rights perspective contribute to the development of alternative approaches In exploring these questions and some ethical alternatives to the status quo the authors suggest practical ways to answer back to calls for more authoritarian responses to student behaviour within our schools In doing so the authors advocate for reforms on behalf of children and in their interests      The Winner's Edge D. Waitley, 2012-11-14 The object of this book is to provide the reader with the most critical and important elements that develop and sustain an attitude toward life that results in success for the individual It is not about gurus cosmic energy ESP or some pseudointellectual or cult movement At a time in our history when we are being bombarded by the search for something else as a panacea for our individual and collective

frustrations this book offers a back to the basics approach to healthy behavior supported by classic research in the health sciences and by anecdotal evidence from the lives of winners in many different arenas of society *Learner-Centered Instruction* Jeffrey H. Cornelius-White, Jeffrey H. D. Cornelius-White, Adam P. Harbaugh, 2010 A supplementary text that provides a practical yet comprehensive explanation of learner centered instruction *(De)constructing ADHD* Linda J. Graham, 2010 Attention Deficit Hyperactivity Disorder ADHD has achieved celebrity status in many Western countries yet despite considerable effort to prove its existence as a real disorder ADHD still suffers from a crisis of legitimacy Nonetheless diagnosis and prescription of medication has grown at a phenomenal rate since the late 1980s particularly in Western culture Numerous accounts exist explaining how the ADHD diagnosis functions as a convenient administrative loophole providing schools with a medical explanation for school failure medication to sedate the problem into submission or the means to eject children from mainstream classrooms This book provides a more holistic interpretation of how to respond to children who might otherwise be diagnosed with and medicated for ADHD a diagnosis which whether scientifically valid or not is unhelpful within the confine of the school Training teachers to recognise and identify ADHD symptoms or to understand the functions of restricted pharmaceuticals will only serve to increase the number of children diagnosed and the sale of psychoactive medications Research has shown that such activities will not help those children learn nor will it empower their classroom teachers to take responsibility for teaching such children well This book seeks to provide school practitioners with knowledge that is useful within the educational context to improve the educational experiences and outcomes for children who might otherwise receive a diagnosis of ADHD **The Winner's Edge** Denis Waitley, 1986-03-15 **Philosophy and Education** George R. Knight, 1980 **Building Competence in Classroom Management and Discipline** Annette M. Iverson, 2003 With an emphasis on Ecological theory while incorporating the principles of Positive Behavior Support and Problem Solving Functional Behavioral Assessment this book addresses classroom management theory and strategies for three age groups early childhood middle school and secondary school As in prior editions the goal of this book is to broaden and deepen future teachers understanding of the behavioral problems they are likely to encounter as well as the solutions they are likely to find effective Current trends in education are thoroughly explored and analyzed and research based strategies are drawn from the full spectrum of management styles behavioral cognitive behavioral social learning and humanistic For future teachers of pre middle and secondary school students in tomorrow s classrooms **The Child from Three to Eighteen** Olle Jane Z. Sahler, Elizabeth R. McAnarney, 1981 **Handbook of Special Vocational Needs Education** Gary D. Meers, 1980 The Publishers' Trade List Annual , 1984 **Issues & Alternatives in Educational Philosophy** George R. Knight, 1998 A clear brief broad spectrum survey of philosophies and philosophic issues relating to education highlighting the relationship between philosophic starting points and educational outcomes between theory and practice Annotation copyrighted by Book News Inc Portland OR National Union Catalog , 1983 Bodies of Knowledge in Psychosocial Practice Roann Barris, Gary

Kielhofner, Janet Hawkins Watts, 1988      The Outrider , 1981      **Nigerian Educational Digest** , 1997      Creating  
Effective Schools Wilbur B. Brookover, 1982

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