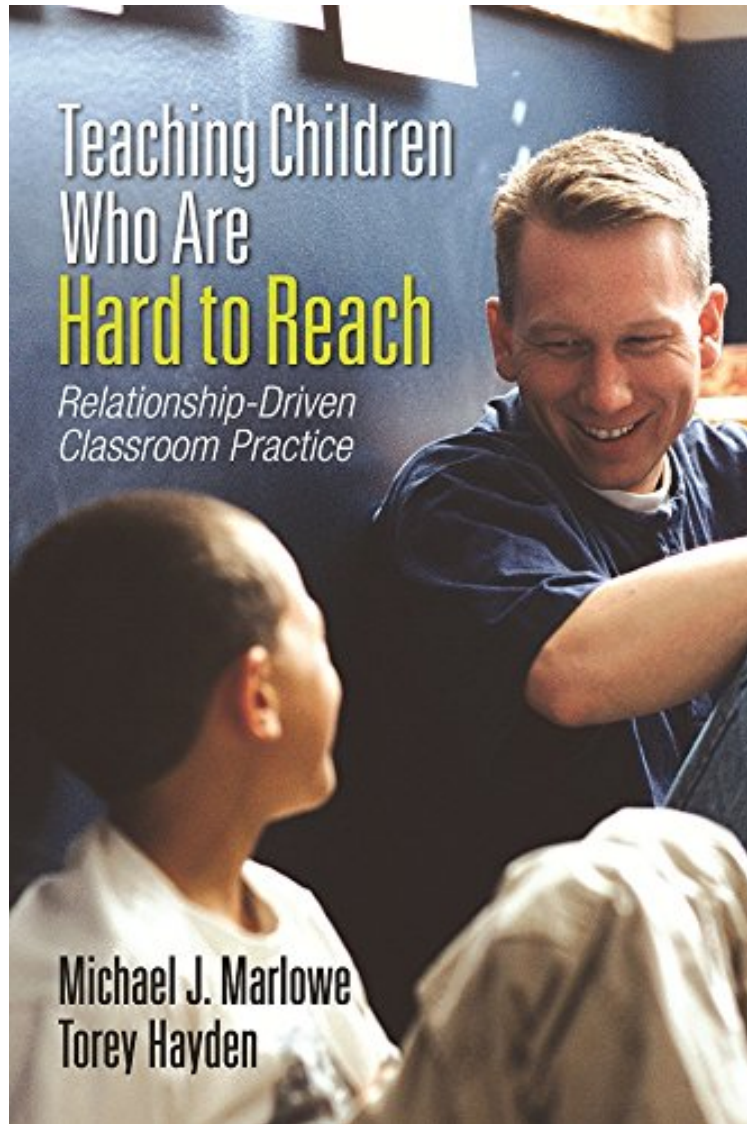


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Teaching Children Who Are Hard to Reach: Relationship-Driven Classroom Practice

Michael J. Marlowe, Torey Hayden
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Michael J. Marlowe, Torey Hayden : Teaching Children Who Are Hard to Reach: Relationship-Driven Classroom Practice before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching Children Who Are Hard to Reach: Relationship-Driven Classroom Practice:

0 of 0 people found the following review helpful. a classicBy holy cowGreat book; a must for ALL teachers3 of 3 people found the following review helpful. What a great book! Yay! Torey Hayden does it again!By Cheryl GrahamI have always enjoyed Torey Hayden's books so I was so excited to see this new more academic book. I loved it. It

marries her ideas with solid theoretical underpinnings in a eloquent and articulate way! They make a strong and powerful case for the idea of relationship instead of merely using behaviourism as a means of control. Anybody who is a fan of Torey's will love this book, and people who are looking for new ways of working with hard to reach children will get a lot out this book as well! 3 of 3 people found the following review helpful. Teaching Children Who are Hard to Reach By Love2Teach I had high expectations for this book because Torey Hayden is one of my all-time favorite authors. I have not been disappointed. I am actually using this book for a book study at my school. There are about eight of us who are reading the book together and discussing it as we go. My hope was that the book would offer teachers ways to think about working with children without resorting to the traditional bribes or punishments that are frequently used. Highly recommend!

Create lasting, positive change for our most troubled students! How do you move beyond traditional classroom management to create a learning environment that engages our hardest-to-reach students—students who may be struggling due to emotional disturbances, disabilities, or environmental circumstances? Marlowe and Hayden have the answer: through a relationship-driven classroom. With the help of their book, you will: Gain a meaningful understanding of troubled students and how to reach and teach them Learn how to change inappropriate behavior rather than just control it Develop the essential skills for building successful classroom relationships Become more reflective about teaching and learning with challenging children

"This book goes into much more detail than others out there with the case studies to truly help teachers and the education community to recognize issues and how to address them with a whole perspective and not a selected one-side approach. The major strengths of this book are the case studies and research behind building relationships in classroom environments. I enjoyed looking at the case studies and the myriad of methodology regarding discipline, identifying and overall management troubled students, and how to decrease disruptions. The chapters have enough information to flow as an entire book, but can also stand alone which is ideal for professional development settings." (Tara Howell, AP Science Teacher, GATE Team Leader, and Science Department Chair 2012-04-25) "This author has the experience and knowledge to be valid and relevant to classroom teachers. The book's strengths are the experience and knowledge of all the major methodologies tried in education over decades. Just as one begins to pose a question in reference to a method or line of thought, the author brings it to light and answers the thought. The author has done a good job of putting 'method' to relationship teaching and has the real life background references to authenticate what is said." (Sharon Jefferies, Teacher 2012-04-25) "This book goes into much more detail than others out there with the case studies to truly help teachers and the education community to recognize issues and how to address them with a whole perspective and not a selected one-side approach. The major strengths of this book are the case studies and research behind building relationships in classroom environments. I enjoyed looking at the case studies and the myriad of methodology regarding discipline, identifying and overall management troubled students, and how to decrease disruptions. The chapters have enough information to flow as an entire book, but can also stand alone which is ideal for professional development settings." (Tara Howell, AP Science Teacher, GATE Team Leader, and Science Department Chair 2012-04-25) "This author has the experience and knowledge to be valid and relevant to classroom teachers. The book's strengths are the experience and knowledge of all the major methodologies tried in education over decades. Just as one begins to pose a question in reference to a method or line of thought, the author brings it to light and answers the thought. The author has done a good job of putting 'method' to relationship teaching and has the real life background references to authenticate what is said." (Sharon Jefferies, Teacher 2012-04-25) About the Author Mike Marlowe is a professor of special education at Appalachian State University in the scenic Blue Ridge Mountains of western North Carolina. He has also taught special education at the University of Wyoming and Tennessee Technological University. He specializes in coursework in emotional and behavioral disorders and classroom management. Prior to university teaching Mike taught children in classrooms for emotional and behavioral problems in the public schools of Indiana and Kentucky. He has also worked as a wilderness instructor in the Daniel Boone National Forest, as director of an alternative school, and as a community placement worker at a psychiatric hospital. He was inducted into the Order of Kentucky Colonels because of his work in special education. He is a member of the Council for Exceptional Children and the Council for Children's Behavioral Disorders. Mike has published extensively and presented at state, national, and international conferences on Torey Hayden's approach to teaching children with emotional and behavioral problems. Mike and his artist wife Susan have three children, who all live far away: Auckland, New Zealand, Los Angeles, and Denver. He enjoys nature, hiking with his yellow lab, Gracie, and an occasional round of golf. Questions or comments can be directed to marlowemj@appstate.edu. Born in Montana, USA, Torey Hayden has spent most of her adult life working with children in distress. Starting out as a special education teacher for children with emotional difficulties, she latterly moved into research and therapeutic intervention, specializing in psychogenic language disorders. Now living in Great Britain, she provides counseling and advice services for several child-oriented charities. Torey is author of several internationally best-selling books about her experiences as a teacher and a

therapist, such as *One Child*, *Ghost Girl* and *Just Another Kid*. She also has written three novels and *The Very Worst Thing*, a story for eight- to twelve-year-olds.