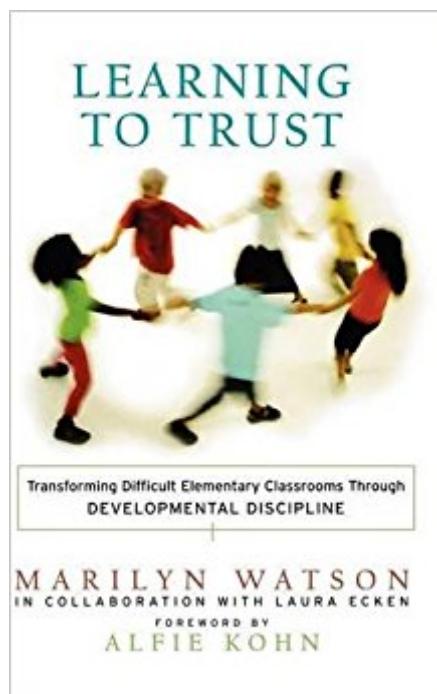


The book was found

Learning To Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline



Synopsis

Faced with increasing numbers of children who are difficult to manage and the pervasive presence of high stakes testing, many teachers feel frustrated and compelled to reduce their attention to building relationships with and among their students and their focus on social and ethical development. In Learning to Trust, an educational psychologist and a classroom teacher collaborate to demonstrate through an in-depth case study of an inner-city classroom the power and importance of caring, trusting relationships for fostering children's academic growth as well as their social and ethical development. Marilyn Watson explains and describes the ups and downs of Laura Ecken's classroom through the lens of attachment theory, while Laura describes in vivid detail the ongoing life of her classroom, revealing throughout her challenges, thoughts, fears, failures and successes. Together they explore a fundamentally new approach to classroom management and present many practical strategies for helping all children develop the social and emotional skills needed to live harmonious and productive lives, the self confidence and curiosity to invest wholeheartedly in learning, and the empathy and moral understanding to be caring and responsible young people.

Book Information

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Customer Reviews

"This is a wonderful resource for teachers on how to change classrooms by sharing developmental discipline in step-by-step process." (Childhood Education; Winter 2004/05) "If you read one book on discipline during your teaching career, this should be the one." (Rethinking Schools, Fall 2003) "...presents a strong case for an alternative approach utilizing Developmental Discipline."

(Education Review, 10/2/03) "...I've attended workshops and read numerous articles...but nothing has inspired me as much as Marilyn Watson's new book..." (Rethinking Schools Online, Winter 2003) "Learning to Trust should be required reading for any elementary or secondary school teacher..." (Education Review, 12/2/03)

"Marilyn Watson and Laura Ecken show us the power and the many heartwarming pleasures of creating a caring classroom. This book is profoundly inspirational." • Eric Schaps, president, Developmental Studies Center, Oakland, California "Combining great wisdom, extensive knowledge of research and theory, and years of practical experience, Marilyn Watson compellingly presents an evidence-based model for educating all children more effectively. She provides powerful stories and insightful analyses of student-teacher interactions that engage students, and offers practical strategies and techniques to motivate students to be and do their best. This book will renew the optimism and resolve of educators who sometimes feel frustration and doubt about promoting successful outcomes with challenging students and classrooms. Watson describes approaches and perspectives that can prepare teachers to become the educators that parents want their children to have and that students remember for a lifetime. Watson's views and suggestions will energize and excite readers about the potential positive effects of high-quality education. At CASEL, we are often asked to recommend books for teachers, administrators, and parents about integrated academic, social, and emotional learning. Learning to Trust is at the top of our list."

• Roger P. Weissberg, executive director, Collaborative for Academic, Social, and Emotional Learning (CASEL), professor of psychology and education, University of Illinois at Chicago "I regard this book as a wonderful gift. It is quite unusual to find a book that is so well grounded both in research-based theory and in classroom practice. I want the content of Learning to Trust to be known by all the participants in the teacher preparation program I direct • student teachers, master teachers, supervisors, and course instructors." • Paul Ammon, Professor of Education and director of the Developmental Teacher Education Program, University of California, Berkeley "I kept seeing myself and my students in this book. As recognizable negative situations arose I kept thinking, 'How in the world is she going to get out of this one?' Over and over, Laura showed how to turn negative situations around so that the students weren't cornered, but were empowered in a positive way." • Sandi Turner, teacher, Mariemont School, Sacramento, California "In this book, Marilyn Watson has taken years of experience, wedded it to a deep understanding of child development, and applied a powerful ability to listen and interpret the experience of one remarkable and courageous teacher, Laura Ecken. Together, Marilyn and Laura

show us all a more enlightened way to work with challenging children in schools. The unique application of attachment theory to classroom management and discipline offers all educators a new vision for fostering healthy classrooms and children of character." • Marvin W. Berkowitz, Sanford N. McDonnell Professor of Character Education, College of Education, University of Missouri-St. Louis "Learning to Trust provides powerful and thought-provoking insights that will act as a springboard for discussion for educators wrestling with the challenge of effective classroom discipline. This book will make you want to talk." • Shelia Koshewa, resource teacher and Child Development Project coordinator, Jefferson County Public Schools, Louisville, Kentucky

Love it

Great reading!

Great book for parents

This book invites us to step inside a dynamically unfolding classroom, come along side a caring professional educator and her supportive mentor, and vicariously share in the joys and struggles of a group of children who will forever be etched in our hearts. The genuine interactions portrayed in the classroom vignettes, demonstrate the potential for all children to grow and develop when led by a teacher like Laura Ecken, the teacher in this book. Her commitment to developing trusting relationships in a caring classroom community is guided and sustained by the professional mentorship of the author, Marilyn Watson. Marilyn, an educational psychologist, assists Laura, and indeed all of us, as we come to understand the needs of children through the lens of attachment theory. Members of the classroom come to life in this vivid narrative account. The thinking, actions and reflections of the teacher are shared in ways that evoke tears of laughter and sorrow. Together, Laura and Marilyn create reachable hopes and dreams for everyone in the learning community. They have given me a powerful resource to use with my new teacher education students at the large, urban, state university where I currently work. The ideals stressed in the work of Dewey, Noddings, Goodlad and others emerge in surprisingly concrete ways. The possibility of creating caring classroom communities where intrinsic motivation is fostered and teaching and learning are facilitated without coercive approaches to management and discipline becomes reachable. The book is powerfully concrete without creating oversimplified recipes. Instead it illuminates the rich complexity of learning and human development and the rich complexities involved in the kind of

teaching that meets the challenge to leave no child behind. Finally, I have found a course textbook that meets the needs of my teacher education students, my faculty colleagues, and the in-service teachers with whom we collaborate. e

This is a must read for every teacher and parent. We all need to rethink how we communicate with children.

Recommend this book to anyone who is alive. Just read it. You might understand yourself a little better, and have more forgiveness of others.

The book presents an alternative to the traditional discipline approach in a classroom. Marilyn Watson does a great job showing us how the attachment theory can work in a classroom situation. Laura Eckens, a 16 year elementary school teacher, takes us into her classroom over a 2 year period to show us her successes, challenges and failures. She uses real-life experiences to demonstrate what developmental discipline is. She shows how you can manage a successful classroom without providing incentives to the children. This book is an easy read and provides you with all kinds of ideas for your classroom.

Marilyn Watson has written a book relevant to all classrooms, not just "difficult" ones. It is a helpful blend of theory and practice, with Laura Eckens and her classroom serving as a case study. The reader can live with Laura during her two years of transforming her classroom into a caring community of learners. Watson's commentary helps the reader understand not only what works but why it works. I highly recommend this book to all practicing teachers.

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