Mar 1st, 2:30 PM - 5:30 PM

Shouting Won't Grow Dendrites: Managing a Brain-Compatible Classroom for Maximum Student Achievement

Marcia L. Tate
Developing Minds, Inc.

Follow this and additional works at: http://digitalcommons.georgiasouthern.edu/nyar_savannah

Part of the Education Commons

Recommended Citation
Tate, Marcia L., "Shouting Won't Grow Dendrites: Managing a Brain-Compatible Classroom for Maximum Student Achievement" (2015). National Youth-At-Risk Conference Savannah. 50.
http://digitalcommons.georgiasouthern.edu/nyar_savannah/2015/2015/50

This presentation (open access) is brought to you for free and open access by the Programs and Conferences at Digital Commons@Georgia Southern. It has been accepted for inclusion in National Youth-At-Risk Conference Savannah by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
RITUALS/EXPECTATIONS

MISS NELSON IS MISSING

CASE STUDY

TODAY’S BRAIN – HOW DIFFERENT?

PROACTIVE VS. REACTIVE

ESTABLISHING A CLIMATE FOR LEARNING

- PHYSICAL ENVIRONMENT
- STUDENT ENGAGEMENT (20 STRATEGIES)

PHYSIOLOGICAL IMPLICATIONS OF MANAGEMENT

CREATING A PROACTIVE PLAN

- RITUALS
- CELEBRATIONS
- CONSEQUENCES

LOW-PROFILE INTERVENTIONS

CHRONIC BEHAVIOR DISORDERS

SUMMARY/REFLECTION
CASE STUDY

TODAY’S BRAIN – HOW DIFFERENT?

1. Lack of attunement
2. Lack of rocking, holding, cherishing
3. 
4. 
5. 
6. 
7. 
8. 
9. Increased stress/anxiety
10. Increased accountability

CHARACTERISTICS OF A PROACTIVE MANAGER

(Techniques to Detour Around the Danger Zones)

1. Develop a relationship with each student.
2. 
3. Engage the brains of your students.
4. 
5. Deal proactively with challenging behavior.

STUDENT ENGAGEMENT

TALKING

Sends oxygen to the brain

MOVING

Calms down the brain
### Elements of a Brain-Based Environment

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>BEST/CALMING</th>
<th>WORST/HIGH ENERGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Color</strong></td>
<td><img src="image" alt="Color" /></td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td><img src="image" alt="Music" /></td>
<td></td>
</tr>
<tr>
<td><strong>Lighting</strong></td>
<td><img src="image" alt="Lighting" /></td>
<td></td>
</tr>
<tr>
<td><strong>Aroma</strong></td>
<td><img src="image" alt="Aroma" /></td>
<td></td>
</tr>
<tr>
<td><strong>Seating</strong></td>
<td><img src="image" alt="Seating" /></td>
<td></td>
</tr>
</tbody>
</table>
CREATING A PROACTIVE PLAN

RITUALS/PROCEDURES
1. ____________________________ 4. provide feedback ____________________________
2. teach ____________________________ 5. ____________________________
3. ____________________________ 6. celebrate ____________________________

SAMPLE RITUALS
1. starting class ____________________________ 4. passing in papers ____________________________
2. ____________________________ 5. ____________________________
3. ____________________________ 6. ending class ____________________________

RULES
1. ____________________________
2. stated positively ____________________________
3. ____________________________

CELEBRATIONS
1. ____________________________
2. ____________________________
3. social reinforcers (most preferable) ex., positive comments, handshakes, affirmations ____________________________
4. musical celebrations ____________________________
5. ____________________________

SAMPLE AFFIRMATIONS
1. Great! Great! Great! ____________________________ 7. ____________________________
2. ____________________________ 8. 1-2-3 Whoosh! ____________________________
4. ____________________________ 10. ____________________________
5. Microwave ____________________________ 11. ____________________________
REASONS STUDENTS DISRUPT

1. Boredom
2. ________________
3. Power or control
4. ________________

LOW-PROFILE INTERVENTIONS

Defined Techniques that can correct misbehavior without interfering with instruction

SAMPLE LOW-PROFILE INTERVENTIONS

1. eye contact
2. ________________
3. hand on shoulder
4. lowering voice
5. ________________
6. ________________
7. using name in lesson
8. ________________
9. ________________
10. ignoring misbehavior

CONSEQUENCES

1. undesirable to student
2. ________________
3. natural or logical, if possible
4. three times – no change – don’t care
5. ________________

SAMPLE CONSEQUENCES

1. loss of a privilege
2. private conference with student/written reflection
3. ________________
4. parental contact - emotional bank account
5. after-school detention/in-school suspension/out-of-school suspension
### CHRONIC BEHAVIOR DISORDERS CHART

<table>
<thead>
<tr>
<th>Chronic Disorder</th>
<th>Description</th>
<th>Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit Disorder (ADD/ADHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned Helplessness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oppositional Defiant Disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Stress Disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Solutions

1. Remain calm and confident
2. Use the 20 brain-compatible strategies
3. Develop a support plan
4. Celebrate even small successes!
**STRATEGIES**

that take advantage of how

the learns best

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11.</td>
</tr>
<tr>
<td>2.</td>
<td>12.</td>
</tr>
<tr>
<td>3.</td>
<td>13.</td>
</tr>
<tr>
<td>5.</td>
<td>15.</td>
</tr>
<tr>
<td>6.</td>
<td>16.</td>
</tr>
<tr>
<td>7.</td>
<td>17.</td>
</tr>
<tr>
<td>8.</td>
<td>18.</td>
</tr>
<tr>
<td>9.</td>
<td>19.</td>
</tr>
<tr>
<td>10.</td>
<td>20.</td>
</tr>
</tbody>
</table>