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

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Developing Minds, Inc.

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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

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Rev. 7/11/14
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>
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# CREATING A PROACTIVE PLAN

## RITUALS/PROCEDURES

1. ________________________________
2. teach____________________________
3. ________________________________
4. provide feedback____________________
5. ________________________________
6. celebrate_________________________

## SAMPLE RITUALS

1. starting class____________________
2. ________________________________
3. ________________________________
4. passing in papers__________________
5. ________________________________
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!______________
2. ________________________________
3. Looking Good! Looking Good!_____
4. ________________________________
5. Microwave_______________________
6. Seal of Approval__________________
7. ________________________________
8. 1-2-3 Whoosh!____________________
9. Golf, finger, spider, clam claps_____
10. ________________________________
11. ________________________________
12. Standing O!______________________
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

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<th>Chronic Disorder</th>
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<td>Acute Stress Disorder</td>
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**Possible Solutions**

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

Revised 5/2014
STRATEGIES that take advantage of how the brain learns best

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