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

Marcia L. Tate
Developing Minds, Inc.
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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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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<tbody>
<tr>
<td><strong>Color</strong></td>
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<td><strong>Music</strong></td>
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<td><strong>Lighting</strong></td>
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<td><strong>Aroma</strong></td>
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<td><strong>Seating</strong></td>
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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 3. Power or control
2. 4.

LOW-PROFILE INTERVENTIONS
Defined Techniques that can correct misbehavior without interfering with instruction

SAMPLE LOW-PROFILE INTERVENTIONS
1. eye contact 6. 
2. 7. using name in lesson
3. hand on shoulder 8. 
4. lowering voice 9. 
5. 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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<thead>
<tr>
<th>Chronic Disorder</th>
<th>Description</th>
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<td><strong>Conduct Disorder</strong></td>
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<td><strong>Learned Helplessness</strong></td>
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<td><strong>Oppositional Defiant Disorder</strong></td>
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<td><strong>Acute Stress Disorder</strong></td>
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**Possible Solutions**

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

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that take advantage of how the learns best

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