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

Marcia L. Tate
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?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of attunement</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of rocking, holding, cherishing</td>
</tr>
<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Increased stress/anxiety</td>
</tr>
<tr>
<td>10.</td>
<td>Increased accountability</td>
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</tbody>
</table>

### CHARACTERISTICS OF A PROACTIVE MANAGER

(Techniques to Detour Around the Danger Zones)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Develop a relationship with each student.</td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Engage the brains of your students.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td>Deal proactively with challenging behavior.</td>
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</tbody>
</table>

### 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>Color</td>
<td></td>
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<tr>
<td>Music</td>
<td></td>
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<tr>
<td>Lighting</td>
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<tr>
<td>Aroma</td>
<td></td>
<td></td>
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<tr>
<td>Seating</td>
<td></td>
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</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 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

<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>
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<tr>
<td>Conduct Disorder</td>
<td></td>
<td></td>
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<tr>
<td>Learned Helplessness</td>
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<td></td>
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<tr>
<td>Oppositional Defiant Disorder</td>
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<td></td>
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<tr>
<td>Acute Stress Disorder</td>
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</tr>
</tbody>
</table>

### 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!
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | STRATEGIES that take advantage of how the learns best |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |