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

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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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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>
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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
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>
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<tbody>
<tr>
<td>Attention Deficit Disorder (ADD/ADHD)</td>
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<tr>
<td>Conduct Disorder</td>
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<tr>
<td>Learned Helplessness</td>
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<tr>
<td>Oppositional Defiant Disorder</td>
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<tr>
<td>Acute Stress Disorder</td>
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</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!

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

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
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