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

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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.
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SHOUTING WON'T GROW DENDRITES

20 TECHNIQUES TO DETOUR AROUND THE DANGER ZONES



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

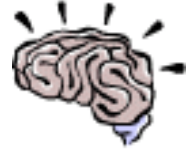
SUMMARY/REFLECTION

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Rev. 7/11/14

CASE STUDY

TODAY'S BRAIN – HOW DIFFERENT?



- | | |
|--|-------------------------------------|
| 1. <u>Lack of attunement</u> | 6. _____ |
| 2. <u>Lack of rocking, holding, cherishing</u> | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. <u>Increased stress/anxiety</u> |
| 5. _____ | 10. <u>Increased accountability</u> |

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



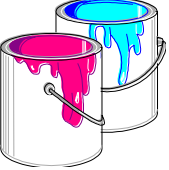

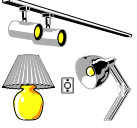

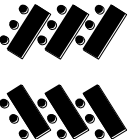
Sends oxygen to the brain



MOVING

Calms down the brain

Elements of a Brain-Based Environment

ELEMENTS	BEST/CALMING	WORST/HIGH ENERGY
<p data-bbox="240 310 337 348"><i>Color</i></p> 		
<p data-bbox="240 606 337 644"><i>Music</i></p> 		
<p data-bbox="215 928 362 966"><i>Lighting</i></p> 		
<p data-bbox="232 1211 345 1249"><i>Aroma</i></p> 		
<p data-bbox="224 1558 362 1596"><i>Seating</i></p> 		

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



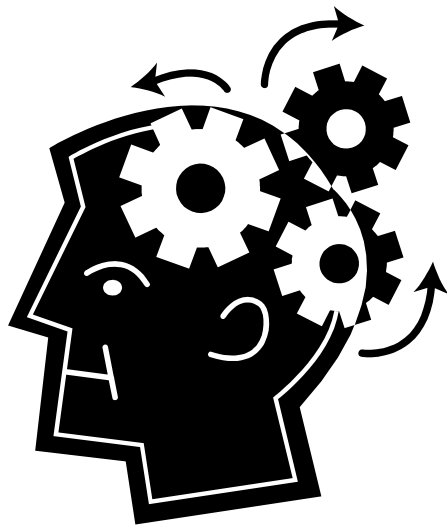
1. loss of a privilege _____
2. private conference with student/written reflection _____
3. _____
4. parental contact - *emotional bank account* _____
5. after-school detention/in-school suspension/out-of-school suspension _____

CHRONIC BEHAVIOR DISORDERS CHART

Chronic Disorder	Description	Symptoms
Attention Deficit Disorder (ADD/ADHD)		
Conduct Disorder		
Learned Helplessness		
Oppositional Defiant Disorder		
Acute Stress Disorder		

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____