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## Eliminating the Fear Factor: From “Us vs. Them”

## to “A Classroom of One”

### CHEAT SHEET

- **Effective Use of Classroom Space**



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- Using Change as a Weapon



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# • The Power of Body Language

Body Language is the communication of personal feelings, emotions, attitudes and thoughts through body movements—gestures, posture, facial expressions, walking styles, positions and distance—either consciously or involuntarily.

| TORSO  | ARMS   | HANDS AND FINGERS  | FEET AND LEGS  |
|--|--|--|--|
| <p><b>LEARNING AWAY FROM SOMEONE:</b><br/>Means we dislike or disagree with them.</p>  <p><b>LEARNING TOWARD SOMEONE:</b><br/>Means we like or agree with them.</p>  | <p><b>FINGERTIPS SPREAD AWAY ON A SURFACE:</b></p>  <p>A display of confidence and authority.</p> | <p><b>THUMBS UP:</b></p>  <p>A good indication of positive thoughts.</p>                    | <p><b>DUGGING/SHIRTING FOOT:</b></p>  <p>Indicates discomfort.</p> |
| <p><b>SPLAING OUT:</b></p>  <p>A sign of comfort becomes a territorial or dominance display when there are serious issues being discussed.</p>  | <p><b>ARMS AWAY:</b></p>  <p>Establishes dominance or communicates there are "issues."</p>        | <p><b>STEERING: (INDEX TO MIDDLE)</b></p>  <p>A powerful display of confidence.</p>         | <p><b>CROSSING LEGS:</b></p>  <p>Indicates we are comfortable.</p> |
| <p><b>CROSSED ARMS:</b></p>  <p>Suddenly crossing arms tightly is a sign of discomfort.</p>   | <p><b>ARMS BEHIND THE BACK:</b></p>  <p>Says "don't draw near" —keeps people at bay.</p>        | <p><b>NECK TOUCHING:</b></p>  <p>Indicates emotional discomfort, doubt or insecurity.</p> | <p><b>TOE POINTS FORWARD:</b></p>  <p>Says: a good mood.</p>     |

# • The Message of Mobility

The Teacher's desk

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# • Teacher Discipline Takes Many Forms

Anthony, Addison, AJ

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## Case Scenarios:

1. If Tommy misbehaves in class on Monday and returns on Tuesday, what should he expect from you?
2. If Jenny, the aspiring class clown, devises a clever way to distract half the class during instruction, what should you do? What should you say to Jenny? To the rest of the class?
3. If Marie launches a verbal attack on Ronald, the most troublesome student in the class, what should you do?
4. If Roscoe uses the "f" word in the hall multiple times, what should you do?

## Measurable Characteristics of Behavior

Duration (length of time student engages in a particular behavior)

Latency (length of time it takes a student to perform a behavior once it has been requested)

Amplitude (behavior acted out to its maximum extent)

Frequency (the rate at which a behavior is repeated over a period of time)