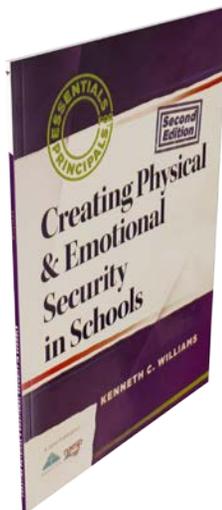


Creating Physical and Emotional Security in Schools



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Ineffective and Effective Teacher Responses to Student Misbehavior

Review the table and reflect on the ineffective and effective responses and the positive reinforcement regarding the misbehavior. Consider the strategies you have taken to address such misconduct.

Example of Misbehavior	Ineffective Teacher Response	Effective Teacher Response	Positive Reinforcement	Your Reflection
A student runs down the hall.	<p>"You know better than that! Stop running!"</p> <p>Outcome: Student feels put down and ashamed.</p>	<p>"Remember, walk down the hall!"</p> <p>"I see students running down the hall."</p> <p>Outcome: Students are reminded of the rule and know what to do, especially after the teacher models the appropriate behavior.</p>	<p>When the student walks in the hall, celebrate in the classroom: "I was so proud of you for walking!"</p>	
Students are too noisy.	<p>"Stop talking so loud!"</p> <p>Outcome: Students receive the message "Do as I say, not as I do."</p>	<p>"Remember, use your inside voice."</p> <p>"How quiet should our voices be when we are inside?"</p> <p>"I hear really loud voices."</p> <p>Outcome: Student is reminded of the rule and knows what to do.</p>	<p>When students talk at an appropriate volume level, celebrate and acknowledge with specific praise: "You certainly know how to use your inside voices. It sure makes learning fun and possible."</p>	
A student leaves a book or other materials in his or her locker.	<p>"Go back to your locker and get it."</p> <p>Outcome: The student then misses part of the instruction and context of the class. (Some students purposefully use this excuse to get out of class.)</p>	<p>"You may borrow our classroom copy or share with a peer until next time."</p> <p>Outcome: The focus remains on learning, not being distracted by details or excuses that just waste time and energy.</p>	<p>Affirm students the next time they bring materials to class: "I'm so proud that you remembered all your materials!"</p>	

Example of Misbehavior	Ineffective Teacher Response	Effective Teacher Response	Positive Reinforcement	Your Reflection
<p>Students are having sidebar conversations at inappropriate times, such as during a lecturette, teacher-focused demonstration, or activity.</p>	<p>“Be quiet!”</p> <p>Outcome: The whole class is pulled off task and off topic. Energy and flow of the classroom focus on the negative behavior instead of the expected behavior.</p>	<p>“Summarize what I just said.”</p> <p>“Come up with an example of the learning being addressed.”</p> <p>“Write two questions on a sticky note and share them with the class.”</p> <p>Outcome: Students often try to make connections with sidebar conversations because they feel lost or confused. Involve all students in the content and turn the side conversation into an opportunity to reflect.</p>	<p>Teach students to honor responses from their peers even if they say something with which they disagree:</p> <p>“Share a comment you heard from your classmate.”</p> <p>This reflection from a peer reinforces the important contribution made to the classroom.</p>	
<p>Students have a strong emotional reaction to an event (for example, a pep rally, holiday, bad news, or a fight) that has potential to derail the class.</p>	<p>Ignore the reaction.</p> <p>Outcome: Students have the event on their minds and are distracted throughout class.</p> <p>“Look, you’re in my class now. That was before class, straighten up.”</p> <p>Outcome: The teacher tells the student to stop feeling sad, angry, or hurt, and the student feels uncomfortable and remains unengaged in class.</p>	<p>“Are you all right?”</p> <p>Outcome: Students are able to decompress and connect with the teacher.</p> <p>“What emotion are you feeling? Share your thoughts with a peer.”</p> <p>Outcome: Even seemingly insignificant issues can consume students’ minds. Honoring students’ feelings upfront ensures the problem does not escalate and allows them to move on instead of remaining off task.</p>	<p>Allow students to talk about the situation to show empathy, build trust, and open the door of communication. Show students that whatever they are experiencing is OK.</p> <p>Reinforce students’ comfort levels through talking to them and allowing them to tell the real story.</p>	

Example of Misbehavior	Ineffective Teacher Response	Effective Teacher Response	Positive Reinforcement	Your Reflection
<p>After the teacher calls on a student, the student shrugs his or her shoulders and says, "I don't know."</p>	<p>"Well, you know the rule! Call on someone."</p> <p>Outcome: The teacher's demeaning and impatient tone offends the student. Demanding an answer right away, moving to another student, or answering yourself encourages a "faster is better" mode of thinking. Thinking deeply takes time.</p>	<p>"You may answer, partially answer, or pass the question to another student."</p> <p>Outcome: The teacher's calm restatement of the established procedure or rule encourages the student.</p> <p>"If you did know, what might you say?"</p> <p>Outcome: The additional question allows the student to think through a response.</p>	<p>Affirm that it is acceptable to take the time to formulate thoughts, because it is an opportunity to learn: "Write down how you might answer the question. Then, turn and talk to a peer and share your possible answers." Then, call on students again.</p> <p>Ask students to reflect on why they say "I don't know." Celebrate when "I don't know" moments turn into learning moments.</p>	
<p>Students give partial answers to a question.</p>	<p>"You know you know more than that. You have got to explain that better."</p> <p>Outcome: The teacher's frustrated and impatient tone offends students.</p>	<p>"Turn to a partner and write down your thoughts about this question."</p> <p>Outcome: The classroom works together to construct an appropriate response. Ask probing questions or remind students of certain events to help trigger the correct response.</p>	<p>Model answers and offer specific comments on student responses that are effective.</p>	

Rating How You Learn

Directions: For each activity, rate how much you like the activity and how much the learning activity helps you understand.

How much do you like doing this activity?					How often does this learning activity help you understand something?				
I Love It	It's OK	Unsure	I Dislike It	I Strongly Dislike It	Always	Sometimes	Unsure	Rarely	Never
Taking notes									
5	4	3	2	1	5	4	3	2	1
Making outlines									
5	4	3	2	1	5	4	3	2	1
Reading about the topic in a textbook or article									
5	4	3	2	1	5	4	3	2	1
Playing academic games									
5	4	3	2	1	5	4	3	2	1
Talking with a friend or partner in class									
5	4	3	2	1	5	4	3	2	1
Working in a small group									
5	4	3	2	1	5	4	3	2	1
Writing about the topic in my own words									
5	4	3	2	1	5	4	3	2	1
Drawing a picture to help me remember									
5	4	3	2	1	5	4	3	2	1
Having one-on-one time or small-group time with the teacher to explain the concept									
5	4	3	2	1	5	4	3	2	1
Listening to teacher explanations to the whole class									
5	4	3	2	1	5	4	3	2	1
Other: _____									
5	4	3	2	1	5	4	3	2	1

Celebrating the Accomplishments of Our Students!

Take pictures of your students engaged in academic work, quality conversations, or quality work showing their insights. Paste their pictures in the boxes at various times throughout the year to acknowledge and celebrate their academic successes.

Our students talk smart!

Our students produce important work!

Our students love to learn!

Our students believe in each other!

Personal View of You Questions

Directions: Answer the following questions about your personality, interests, and school habits.

Personality questions: What makes you tick?

1. What makes you happy? Why?
2. What makes you sad? Why?
3. What makes you angry? Why?
4. What is important to you? Why?
5. What is not important in your life? Why?
6. When do others make you happy? Why?
7. When do others make you angry? Why?
8. What are things you don't like? Why?
9. What are your favorite things to do? Why?
10. When are you most content? Why?
11. Who do you respect? Why?
12. Who is your role model? Why?
13. Who do you want to be like? Why?
14. When are you comfortable? Why?
15. If you had a dream, what would you wish for? Why do you want that?

16. If you could change one thing, what would you change? Why?

17. How would you change it?

Interest questions: What floats your boat?

1. What is your favorite thing to do? Why?
2. If you could be anywhere, where would you be? Why?
3. What do you do during your spare time? Why?
4. Who do you like to be with?
5. Who do you see as a role model?
6. Who can you talk to?
7. Who do you turn to in times of trouble?
8. Who helps you the most? How?
9. Who is your best friend(s)? Why do you like to be with him or her?
10. What do you like to do after school?
11. When are you the happiest?
12. When are you angriest?

13. Who are your heroes or people you look up to? Why?
14. What is your favorite thing to do at home?
15. What do you do on the weekends?
7. Do you concentrate best when it is noisy or quiet?
8. Who or what helps you learn the most?
9. What gets in the way of your learning?

**School, learning, and study habits
questions: What builds your brain?**

1. When are you happy at school or your job? Why?
2. When are you sad at school or your job? Why?
3. What is your favorite part of the academic day? Why?
4. Which class is the most difficult for you? Why?
5. Who is your best support at school or at work? Why?
6. What motivates you to want to be here? Why?
10. Where is your favorite spot to study?
11. Do you have access to a computer at home? If not, where do you use a computer?
12. How do you feel about school? Why?
13. What do you want to be?
14. What would you rather be doing?
15. How do you feel about _____? Why?
16. What is your biggest fear in school?
17. What is your biggest hope in school?