


Conscious Classroom Management

- ▶ **Assuming the Best About Kids**
- ▶ **Teaching Routines & Procedures**
- ▶ **Consequences & De-escalations**

1



Inner Authority

A feeling of inner confidence in who we are and what we are doing with kids.

A sense of calm and comfort with making and enforcing decisions in the classroom

2



Assuming the Best

Effective Classroom Management

SAFETY STRUCTURE

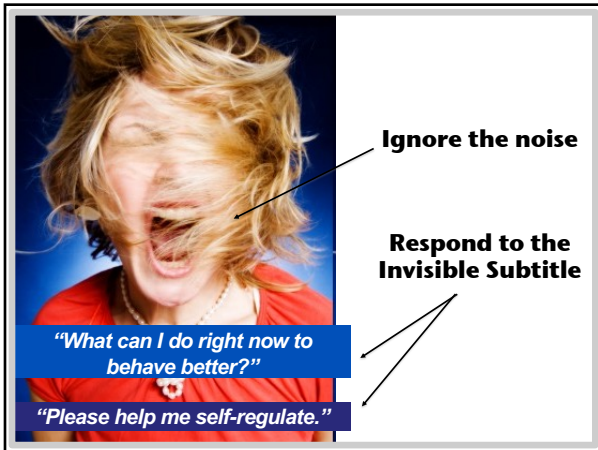
The Two Pillars

Teachers teach content and appropriate behavior

Students want to learn appropriate behavior

3



4

Invisible Subtitles Activity

- > What student phrase/action really triggers you? Student Says: *"I don't care"*
- > What's a possible subtitle? Student Means: *"I REALLY care. But I can't tell you that. Do you care?"*
- > How might you respond the next time it happens? Teacher Says: *"But I care. And I can care enough for the both of us for right now."*

5



The Gentle Press

Gently press forward at a student until they are on task or you are in a relationship building conversation.

- 1. Care & Press**
- 2. Walk & Talk**
- 3. Stand & Work**

6

TEACHING PROCEDURES


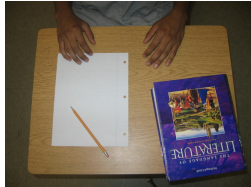
Parameters
Teach or polish 2+ procedures every hour

Assumption
Procedures are the tracks, content is the train

Write them into your lesson plans

7


VISUALS for PROCEDURES


- Lab/Art/Desk Set Up
- Classroom Rules
- Heading on Paper
- Books on Shelves
- Clean Room/Floor/Table
- Start of Class/Warm-Up
- Lining Up/Dismissal
- Readiness to Learn
- Materials Away

8

STAY in TOUCH



Facebook: **ConsciousTeaching**



Twitter: **@consciousTching**



Instagram: **conscious_teaching**



Newsletter:
Text as one word "stuffyoucanuse"
to phone # **2 2 8 2 8** (or) click on "free resources" at www.consciousteaching.com

9

- **Chronic transitions**
- **Same song for a month**
- **Play whole song or just a clip**
- **Choose tempo strategically**



Music for Transitions



Train Whistle =
Line Up at Door



Hotel Bell = Group
Leaders Come Up



Squeaky Toy =
Stop-Look-Listen

Sound Signals

10



May I utilize the latrine?



May I sharpen my pencil?

Hand Signals



May I get some fresh air?



May I refill my canteen?

11

Finished Early Poster

All Finished?




IF YOU FINISH EARLY ↓


do this by:

- Organize your notebook
- Begin HW
- Study for chapter test
- Read silently




12

Consequences

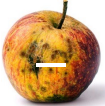


Consequences are not punishments. They are the outcome of choices made.




Consequences are tools that teach personal responsibility and the power of choice.


13



Detention
Proximity
Call Home
Change Seat



Consequences



Verbal Praise
Respect / Pride
High Grades
Skills Mastery

14

ALARM ZONE
Boring
Safe
Easy

DISCOMFORT ZONE
Interesting
Challenging
Scary

COMFORT ZONE
very little learning
lots of learning
very little learning, damage, shut-down
Overwhelming
Difficult
Terrifying

Use the gentlest consequence that will create enough discomfort to get a student to "pause" and make a better choice.

15





We have no control over kids. They make their own choices



Teachers use consequences to make "cooperating" the easiest choice to make or the "path of least resistance"

16


Use Leveled Consequences Hierarchies

-  **Extreme** **Level 4: Office or Behavior Contract or...**
-  **Moderate** **Level 3: Lose Privilege or Detention or...**
-  **Mild** **Level 2: Change Seat or Step Outside or ...**
-  **Gentle** **Level 1: Verbal Warning or Proximity or...**

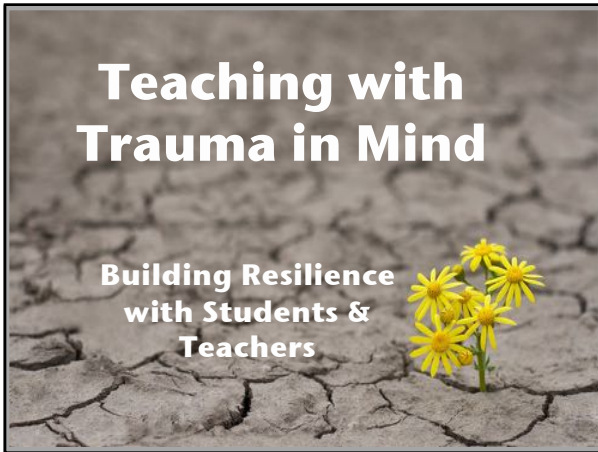
17

Responding to Resistance

- ▶ **Assume the best**
- ▶ **Soft eyes, soft voice**
- ▶ **Make their choices clear**
- if they are still uncooperative —
- ▶ **Respect their choice**
- ▶ **Apply consequence**
- if they are still uncooperative —
- ▶ **Offer different/more uncomfortable choices**




18




1

Defining Terms

TRAUMA
 An emotionally overwhelming experience that threatens a person's life or body, or the life or body of a caregiver.



TOXIC STRESS
 Continual suffering as a result of ongoing trauma/stress.

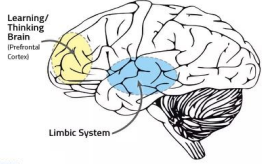


2

Trauma on the Brain

1. Perceived danger or extreme stress
2. Sympathetic Nervous System activates
3. Cortisol & Adrenaline flood brain
4. Freeze, Fight, or Flight Response activated


Survival Mode: Flight/Fight/Freeze
 Frontal lobe (Prefrontal cortex) goes offline
 Limbic system / mind and lower brain functions take over




Learning/Thinking Brain (Prefrontal Cortex)

Limbic System


FIGHT



FLIGHT ooh-la-la!



FREEZE



3



Survival Mode Characteristics Chart

FREEZE	<ul style="list-style-type: none"> ▶ Numbing ▶ Detachment ▶ Giving Up Easily
FIGHT	<ul style="list-style-type: none"> ▶ Defensiveness ▶ Irritability ▶ Loss of Temper
FLIGHT	<ul style="list-style-type: none"> ▶ Fear ▶ Avoidance ▶ Anxiety

Do you recognize any of your students?

4

Teachers Affect Brain Growth








Students spend half their waking hours at school. If it's a calm, clear, structured, and kind environment their brains can recover and grow

Studies have proven that teachers can mitigate the effects of trauma on students' brains

5

Conversation Buddy

Provide an inanimate object for students to turn and talk to


Turn & Talk
Verbally sharing what you are learning increases engagement, enjoyment, and retention of new knowledge.

6

Unconscious Coping Mechanisms


Avoidance

- Emotional Numbing
- Under-Reacting to Environmental Stimuli
- Low Motivation
- Inattentive/Withdrawn
- Physical Ailments
- Manipulation



Hyper-Arousal

- Low Impulse Control
- Over-Reacting to Environmental Stimuli
- Explosive Emotions
- Oppositional/Aggressive



7

Build Strong Relationships



Students with trauma will act like and say that they don't care about connecting with you. Don't listen. They do care and they do want to connect.

The 2 x10 Personal Conversation



**2 minutes a day
10 days in a row
85% improvement***

8

Personal Connections

- Share About Yourself
- Laugh with Students
- Student Interest Surveys






9

Community Building Routines

- All About Me
- High-Low/Rose-Thorn
- Joke/Meme/Music Breaks
- Community Spotlights
- Emotion Analogy Self-Checks
- Shout Outs
- Show & Share
- In my Boat



10


Greeting Routines





- ▶ Offer Greeting Choices (4 H/ 3H)
- ▶ Create Unique Greetings

11

Writing Routines



CLASSROOM PEN PALS



Journal Conversations

Behind the Scenes

- ▶ Weekly Private Correspondence
- ▶ Focus on Support, Not Critique

12



13



14



15

Safe Assertive Communication

Tone  calm

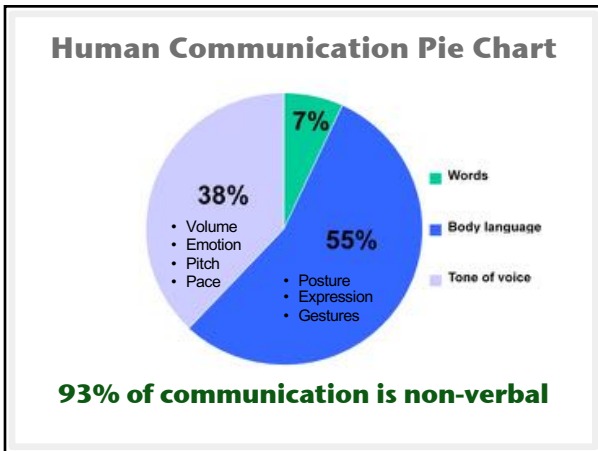
Volume  low

Posture  square

 **When Kids Are Ready For Battle**

profile/side eyes averted 

16



17

Explicitly Teach Self-Regulation

- ▶ Counting Colors
- ▶ Tense & Release
- ▶ Guided Breathing (4-7-8 or breathing board)
- ▶ Chair/Seated Stretch
- ▶ Hand to Heart Affirmation



Mindfulness Practices

18



19


Secondary Traumatic Stress

Vicarious Trauma

- Feeling helpless/hopeless
- Feeling one can never do enough
- Chronic exhaustion/physical ailments
- Loss of pleasure in hobbies or other activities
- Intrusive thoughts about students' experiences
- Isolating/Avoidance

Compassion Fatigue

- Numbing/Inability to empathize
- Minimizing
- Anger/Cynicism
- Blaming others – students, parents, admin, society, etc



20

You can't pour from an empty cup

Compassion Fatigue





Filling Your Cup

- Eat well
- Sleep Well
- Exercise Regularly
- Drink more water
- Create instead of TV/Screens




21

Fill Your Cup – During School


5-Min Mindfulness Practice

- ▶ **Focused Breathing:**
Close eyes. Silently notice your breathing
- ▶ **Stretching:** Standing or Seated



10-Min Intentional Walk


Focus on a color, a shape, a sense, or your breathing



22

Fill Your Cup - After School

- ▶ **Appreciation Club:**
Choose 5 friends or family members. After dinner each weekday send one a message of appreciation.




Daily Quarantine Questions

1. Who am I **checking on** or **connecting with** today?
2. What expectations of “normal” am I **letting go of** today?
3. How am I **getting outside** today?
4. How am I **moving my body** today?
5. How am I **expressing my creativity** today?
6. What type of self-care am I practicing today?
7. What am I **grateful** for today?

- ▶ **Journal/Talk/Reflect:**
Share what was hard. Then share what was positive and/or learned.

23

Fill Your Cup – After School



- ▶ **Vigorous Decompress:** Hit a pillow, yell into a pillow, laugh, cry, vigorous exercise, dance...
- ▶ **Gentle Decompress:** draw, walk, lay down, listen to music, play music...
- ▶ **Designate Mental Health Day:**
Each week designate 1 day on which you will set a limit on something unhealthy you normally do:
 - * No social media
 - * No work past 5pm

24

Newsletter & Strategies Archive

Topics in the Archive:
"Stuff Teachers Can Use!"

- building class community
- rethinking homework
- improving group work
- bathroom procedures
- cell phone policies




www.consciousteaching.com/free-resources

25

Social Media & Resources

-  **Twitter:** @consciousTching
-  **Instagram:** conscious_teaching
-  **Facebook:** ConsciousTeaching
-  **Email:** grace@consciousteaching.com
-  **Free Resources:**
www.consciousteaching.com/free-resources

26



Free Stuff

- ▶ Newsletter
- ▶ Strategies Archive
- ▶ Lesson Plans
- ▶ Resource Bank
- ▶ And More...!

Workshops

Webinars

Videos

Books

27

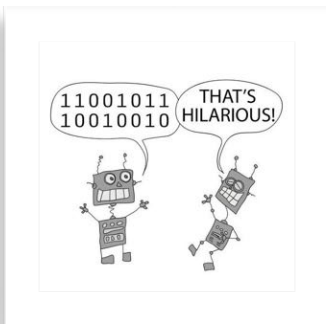
8 Ideas for Building Classroom Community

Establishing a sense of community in the classroom is essential to creating an environment in which all students can feel safe and seen. Here are **8 ideas** that can work for any grade level, K-12 to reduce isolation and increase a sense of belonging among students. Try weaving one of these into each lesson you teach in the first month of school.



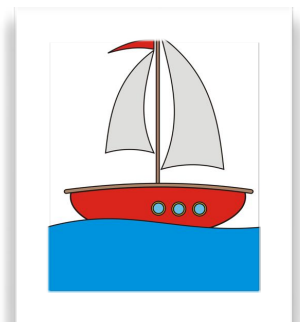
Rose & Thorn: Place students into groups (or breakout rooms) of 4-5 students each. Have them go around and each say hello and share their name. (“Hello. My name is Grace”) After each person shares, the rest of the group welcomes them chorally (“Welcome, Grace”). After each person has been welcomed by name, they go around a second time and each person shares one rose (thing that made them happy recently) and/or one thorn (thing that made them sad or angry recently). Bring class back to whole group. The activity can end there or one student from each group can share out who was in their group (saying each group member’s name) and one rose or thorn that two or more group members had in common.

Interest Catalog + Community Spotlight: Create an “interest catalog” for students to fill out where they tell you what their personal interests are. You can find dozens of pre-created ones on Teachers-Pay-Teachers. Each day take one thing from one person’s list and spotlight it for 1 minute at the beginning, end, or in the middle of class. You don’t have to say whose catalog it came from. For example, “Today’s community spotlight is on YouTuber DanTDM. I found this video/image/audio clip online.” (share images or clips with the class).



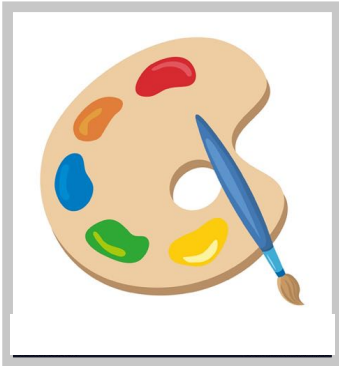
Joke/Meme/Music/Video Break: During each lesson, take a 2-minute joke, music, meme, or video break. Have students stand and stretch before, during, or after this break. For example, play a 2-minute clip from one of your favorite songs and have everyone stand and dance (or at least stand and walk around or stretch). Or, share a couple of silly jokes. After each one have students do 5 claps above their heads if they think it was funny or 3 spins in place if they didn’t. Afterwards, ask students to submit songs, jokes, memes, or short videos that they like to you to use for future lesson breaks. If they are comfortable with it, let them introduce and share their pre-approved submissions in a future lesson. You can share on their behalf if they are not comfortable.

In My Boat: Stand up, say your name, and then make a statement that each student can agree or disagree with. For example, “My name is Mrs. Dearborn and you are **in my boat** if you didn’t eat breakfast this morning.” Anybody who can agree with that statement has to stand up to show that they are “in your boat.” Then everyone sits down and you call on a random student to stand, say their name, and make a different statement. For example, I call on Casey. Casey stands and says, “My name is Casey and you are in my boat if you wish we were still on summer break.” Anyone who agrees stands up. You repeat this process several more times, each time calling randomly on a new student. **PRO TIP:** In each round call on a student who did NOT stand for the previous statement.

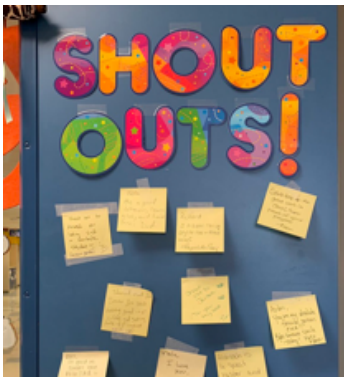


VARIATION: Add a call and response. For example, after Casey says their name the class says “Hi, Casey” before Casey shares what boat they are in. Or, after students stand to show they are in Casey’s boat, the students that are standing clap twice and say “I’m in Casey’s boat” before they sit back down.

8 Ideas for Building Classroom Community



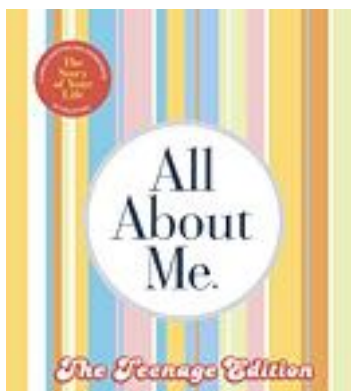
Analogy Emotion Check-In: Have students share how they are feeling by writing in their journal a related word or phrase. For example, "If your mood were a color, what color would it be? Be as specific as possible. Instead of 'blue' maybe try 'bright blue' or 'gray-blue' or 'blue like the ocean' or another type of blue." **Variation for K-3:** "Choose a crayon whose color matches how you feel right now. Hold it up." Or you might ask students what sport, food, animal, or cartoon character most resembles their mood and have them write it down (secondary) or act it out physically (elementary) or sketch it (any grade) or share with a partner.



Shout Outs: There are many ways to do this one, but they all involve students showing appreciation for each other. **Variation 1:** Create a "shout out" wall. When students see someone else being extra kind, or extra helpful, or working extra hard, encourage them to write a shout-out on a post-it note and place it on the shout-out wall. At the end of each day/class, students who added to the wall can say what they added or the teacher can read any new post-its that were added. For example, a post-it might say "Shout out to Anthony because he was really helpful cleaning up after group work today." **Variation 2:** When students work together in partners or groups, before they transition back to whole class have them shout-out a positive statement in unison and high five each other. For example, tell students to all shout out, "Our Team Rocks!" then group high five and return to their regular seats.



Show & Share: Have students bring to class a small object from their home that has an interesting story attached to it (or a photo or a drawing of the object). Each student shows their item to the class and describes the item's significance/back story as best they can in 30 seconds. Use a visual 30 second timer. After 6-8 students have shared, let the class know that you will be continuing with the "show & share" for the next few days until everyone has had a chance to share. **PRO TIP:** As one student shares, tap the shoulder of the next student who will share, to give them a heads up that they are next. Alternately, model the sharing yourself and then announce the order in which the students will share. Give students a day to prepare and start with them the next day.



Meet Me: Create an "All About Me" narrated book or slide show that is no more than 3-minutes long. You can do this in PowerPoint, Google Slides, or any other app or program you might be using with students regularly throughout the year. (check out www.bookcreator.com). Present your book to your class(es) and then assign each student to create an "All About Me" book of their own with images, words, and narration. Over the first few weeks of school, teach students how to use the technology necessary to create the book and give a little bit of time during several classes each week for them to work on it. After the first month of school, start showing one student's completed book at the beginning or end of each class or lesson until all student's books have been presented.

Daily Reflection Questions

1. Who am I **checking on** or **connecting with** today?
2. What expectations of “normal” am I **letting go of** today?
3. How am I **getting outside** today?
4. How am I **moving my body** today?
5. How am I **expressing my creativity** today?
6. What type of **self-care** am I practicing today?
7. What am I **grateful** for today?
8. What is something new I **learned** or became more **proficient at** today?

Fill Your Cup Reflection

List 2-3 **Fill Your Cup** ideas you liked and might try

List 2-3 simple **things you enjoy**, make you smile, or make you laugh

List 2-3 physically **nurturing activities** that make you feel good

List 2-3 colleagues you could ask to be your **self-care buddy** at school

--	--	--	--

BLUE

Focused on **Feelings** & **Relationships!**

- Likes to feel unique
- Must be true to themselves
- Drawn to nurturing careers, to help people
- Values close relationships
- Likes to feel appreciated
- Shares emotions easily
- People matter the most
- Likes working in groups with other people
- Has difficulty with criticism or critique, even when constructive



LEARNING: Learns best with friendly teachers who are involved, connected, supportive, reassuring. Worries about doing well and struggles when expectations for success are unclear. Likes subjects centered around people and relationships such as language, drama, literature, and psychology.

RELATIONSHIPS: Enjoys romantic gestures, gentle affection, and quiet talks. Seeks long-term, deep connection. Sensitive to rejection.

FAMILY/FRIENDS: Dislikes conflict. Wants to be liked, wants to please, and wants to be reassured that all is well. Good at talking about feelings and intimacy.

RED

Focused on **Action** & **Creativity!**

- Spontaneous, impulsive, optimistic
- Resists commitment
- Likes to be the center of attention
- Witty, charming, bold, competitive
- Generous, honest, direct
- Needs variety and excitement
- Wants to be appreciated/admired
- Drawn to action jobs
- Impatient, distractible. Wants immediate results. Bored easily.



LEARNING: Learns best when it is hands-on and fun. Likes teachers who use movement, humor, competition, and performance. Good at problem-solving and at advocating. Struggles with sitting, listening, note-taking. Likes subjects such music, drama, art, vocational, or athletics.

RELATIONSHIPS: Finds planning ahead boring. Prefers to be spontaneous and fun and is attracted to people who enjoy and admire that.

FAMILY/FRIENDS: Needs a lot of space and freedom. Wants everyone to have fun and finds it hard to follow rigid family rules or follow strict timelines.

YELLOW

Focused on Organization & Stability!

- Values structure and organization
- Punctual (on time!)
- Schedules & plans their life
- Responsible, reliable, goal-oriented, ambitious, self-sufficient
- Wants to be useful and appreciated for their hard work
- Drawn to leadership positions
- Strong sense of right and wrong
- Work comes before play
- Can be bossy, controlling, and judgmental of others



LEARNING: Learns best with structured teachers who use predictable routines. Likes to focus on one idea at a time. Has trouble with abstract or creative assignments. Drawn to subjects that are practical or traditional such as business, accounting, science, history, and government.

RELATIONSHIPS: Values people who are careful with their money and make plans ahead of time. Attracted to people who are loyal and dependable. Shows affection by doing helpful, practical things.

FAMILY/FRIENDS: Likes stability. Good at creating and following rules. Enjoys traditions and celebrations. Likes to spend holidays with family and plans gatherings months ahead.

GREEN

Focused on **Intellect** & **Independence!**

- Independent learner
- Intellectually curious, seeks to understand
- Innovative and logical
- Questions authority
- Pushes themselves to improve
- Work is enjoyable
- Drawn to technical occupations
- Slow to make decisions
- Prefers data to people
- Distant from emotions, has trouble recognizing and understanding others' feelings



LEARNING: Learns best by themselves. Prefers teachers to leave them alone until help is requested. Quickly bored by subjects they aren't inherently interested in but will dig deep into those that they are. Finds setting priorities difficult. Likes subjects that are concrete and logical such as math, science, computer programming, and engineering.

RELATIONSHIPS: May seem cool and without emotion. Wants relationships to be simple, predictable, understandable, calm, drama-free. Is uncomfortable talking about feelings.

FAMILY/FRIENDS: Likes privacy. Often finds family activities boring and would prefer to be alone. Has difficulty following family rules that don't make sense to them.