

How To Create A Calm & Loving Classroom

TBCWE – February 4, 2017 – Darlene Chermak TTR2237

Teacher/Child Relationships = Children's Success in the First Years of School

"People (even children) run on relationships...not systems or techniques."

"We will never have enough techniques to get kids to behave and learn if we are not first creating positive relations." Love & Logic

How to Build Relationships

1. Create an environment that _____ relationships.
2. Find time for powerful _____.
3. Make an effort to spend _____ time with each child.
4. Be mindful of what you are _____.

Communications

55% body language + 38% Tone of voice + 7% spoken word = 100%

"Train a child in the way he should go; and when he is old, he will not depart from it." Proverbs 22:6

3 Types of Teachers

Love & Logic	Dr. Kevin Leman	Traits
Helicopter	Permissive	_____
Drill Sergeant	Authoritarian	_____
Consultant	Reality	_____

Consultant Teachers

- Set enforceable limits through enforceable _____
- Help students solve problems by exploring alternatives while allowing them to make their own _____.
- Induce thinking through _____.
- Use more actions than _____.
- Allow students to experience life's natural _____.

Love & Logic by the #'s

2 Rules of Love & Logic

1. Adults set _____ in loving ways without anger, lectures, or threats.
2. When a child causes a problem the adult hands _____ in loving ways.

1. Setting Rules/Limits

- Rules/limits “ _____ ”
- _____ and auditory
- _____ and sweet
- Give _____
- Be _____

2. Hand the problem back

Why? To hold the child accountable for his own actions

How? Choices with limits, Enforceable statements, Experience consequences

- In a loving way the teacher holds the child _____ for solving his/her problems.
- Children are offered _____ with _____.
- Teachers use _____ statements.
- Teachers provide _____.
- The teacher locks in empathy before the _____ are delivered.

3 Rules of Love & Logic

How children learn.....

E _____
E _____
E _____

3 Solutions To Most Classroom Concerns

Remove the _____

Remove the _____

Remove the _____

Recovery Time

- Not intended to be punishment.
- Time for child to “ _____ ” so he can return to activity/classroom
- Use Recovery when child’s behavior is affecting the _____
- The child should not get _____ attention while in Recovery

4 Key Principles

1. Enhancement of self-concept
2. Shared classroom control
3. Consequences with empathy
4. Shared thinking

1. Enhancement of self-concept

- Achievement/behavior are highly related to self concept
- Unconditional love helps children put forth extra effort

Low self-concept

Find fault, criticize

Insist of doing everything for child

High self-concept

Offer empathy, understanding, love

Allow child to struggle/solve their problems

Allow child to think and learn

2. Sharing classroom control

Control is like love – the more you give away the more you _____

We either give control on our terms, or the kids will take it _____

Do we want to control kids or do we want to obtain their _____

2. Sharing control = Choices

Your words are important (acknowledge feelings/enforceable statements)

Offer no more than ___ choices

Only give choices that fit your _____ system

Never give choices when a child is in _____

The _____ account approach

3. Consequences with empathy

- Consequences (I did it) – Punishment (My teacher did it to me)
- Make consequences as close as possible to the _____ and place of the infraction.
- Administer consequences with _____.
Consequences +empathy = Learning
- Are “logical” or _____.
- Delayed consequence.

4. Shared thinking

Emotional State

Thinking State

Darlene's Tid Bits

Mindset

Fixed – Believe your qualities are fixed in stone, you feel you need to validate yourself. *(I'm either good at it, or I'm not. When I'm frustrated, I give up. I don't like to be challenged. When I fail, I'm no good. Tell me I'm smart.)*

Growth- Believe that your basic qualities are things you can cultivate through your efforts. You are developing yourself. *(I can learn anything I want to. When I'm frustrated, I persevere. I want to challenge myself. When I fail, I learn. Tell me I try hard.)*

Your Words are IMPORTANT

Praise

That's great.
I love your drawing.
I'm so proud of you.

Encouragement

You worked really hard on that.
You used all those colors.
You should be so proud of yourself.

Why Saying "Good Job!" Is Not "Good Practice" by Suzanne Gainsley, High Scope

Classroom Interventions

1. Make eye contact
2. Walk toward student
3. Stand close
4. Gentle hand
5. Short statement
6. Change location – offer choice
7. "I message"
8. Set limit/expectation
9. Remove the child/object/teacher
10. Logical consequence

"They don't care how much you know – until they know how much you care."



"They may forget what you said – but they will never forget how you made them feel."

Carl Buechner

I Can

By _____

I Can _____

I Can _____

I Can _____

I Can't _____

Yet!

