

Gaining Students' Participation & Cooperation via Gentle Teaching & Positive Verbal Directions

Dr. Charles W. Woodard, CEO
Seed Consultation Services, LLC
"Sowing Enables Others To Soar"

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Agenda

- Introduction
- Teaching Tools
- Coping With Challenging Behaviors
- Understanding Positive Verbal Directions

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Introduction

- Gentle Teaching is a positive approach to working with students.
- Developing "High Quality" relationships with your students
- Working hands on with the most challenging behaviors.

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Introduction

- Expressing Unconditional Love.
- Gentleness Is
- Nonviolence
- Unconditional
- Being the Most Loving When the student is Upset

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Feeling Love Is

- Love of self and gentleness to ourselves.
- Feeling loved by others.
- Expressing unconditional love.

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Teaching Tools

- Presence
- Our overall way of communicating with our students. Our movements, our way of gazing, and warmth in our eyes. The sense of uplifting, soothing, comforting, and non-demand that it gives to students.

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Teaching Tools

- **Words**
- Theme focus on being safe and loved. You are safe with me and I will not hurt you. Use your words softly, slowly, quietly, and warmly. To uplift, soothe, and to nurture.

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Teaching Tools

- **Eyes**
- Look into the student's heart, bring warmth, caring, and love.
- **Touch**
- Use it to bring about feeling of safety.
- Teach the student that it is a symbol of being safe and loved
- Your hands are symbols of love

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How a student is Learning by Heart

- My presence means that you are safe and loved.
- My words are always for uplifting, soothing, comforting, and nurturing you.
- My gaze is meant to bring you warmth and reassurance.
- My hands are symbols of love.

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Coping With Challenging Behaviors

- The single best way to address challenging behaviors in young students today is to take steps to make sure that they never occur.
- Prevention Strategies
- Recognizing Precursors
- Redirect Challenging Behaviors to Participatory Behaviors

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Self-Management

- Identify an observable behavior that student will self-manage
- Visually display behaviors for the student
- Provide instruction to the student on the targeted skill
- Provide positive attention to the student for engaging in the behavior.

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Coping With Challenging Behaviors

- Ignore
- Redirect
- Reward

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Positive Verbal Direction

- Use Positive Verb - Tell the student what to do rather than what not to do. Tell the student what you want rather than what you don't want..
- Examples
- Shut the door quietly, vs. Don't slam the door. Hold it with both hands vs. Don't drop it.

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Positive Verbal Direction

- Provide Constructive Alternative - Redirect less desirable behavior toward Constructive experience.
- Example
- Come and look at this magazine vs. Sit down.

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Positive Verbal Direction

- Use statement - Tell the student what you want done when there really isn't a choice, rather than ask an "empty question".
- Example
- Read the next sentence vs. Don't you want to read the next sentence?
- Tone of voice - Use a positive tone of voice rather than a demanding or playful one.

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Positive Verbal Direction

- Give reason - A student is better able to comply if he/she knows why they are asked to do something.
- Example
- Lower your voice. It will be easier to hear if you do.
- Come inside. It's time to start class.

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Positive Verbal Direction

- PVD tells a student what he/she can do rather than what he/she can't. It increases student's self-concept as being capable and competent.
- PVD builds self-esteem in the student complying with the request. Positive feedback is received and the student feels good about self.
- PVD give constructive activities. It encourages new experiences, learning, and growth. It does not restrict behavior.

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Positive Verbal Direction

- PVD rids the environment of oppressive "Nos" and "don'ts".
- PVD helps students to view people in a positive light. It helps them to like people more and makes caring and directing easier and more rewarding. It shows them that they are capable of doing and learning.

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SUMMARY

- Research confirms that “student’s development in all areas is influenced by their ability to establish and maintain a limited number of positive, consistent primary relationships with adults and other students.

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Summary

- Teachers should serve as social models by feeling positive within themselves and building a positive relationship with each student

Summary

- To develop social skills needed to work and play cooperatively & productively, students must feel secure in themselves and value others. While nurturing each student’s own self-esteem, teachers should promote & model social interactions that assist students in learning to get along with others and encourage feelings of empathy and mutual respect.

SUMMARY

- The beauty of teaching young students is that while we as teachers, practice building relationships, we also model relationship-building practices for them.

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GT In Action

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Where to Get More Information

- Charles W. Woodard, Ph.D.
- Clinical/Community Psychology
- <http://www.seedconsultation.com>
- seedconsultation@gmail.com
- (561) 628-3323
- Self-Talk: Sign of Sanity, Insanity, or the Key to Self-Empowerment
- <http://seedconsultation.com/SELFTALK.html>
- amazon.com, Barnes & Nobles, Books A Million

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