STRATEGIES FOR PRACTICING YOUR WARM DEMANDER

GROUNDING STANCE

- ☑ Every child must feel safe in the classroom (safety is a precursor to learning)
- ☑ Communicate your boundaries and their purpose in the functioning of the classroom and <u>their personal safety and wellbeing in terms of who they are in the world</u> (i.e. young, marginalized, under-represented people of color)
- ☑ Know that every community has boundaries. Don't feel bad for upholding them. You'd be doing students a disservice if you didn't.
- ☑ When students are allowed to publicly challenge the authority of the teacher without consequence the classroom becomes unsafe and trust in the teacher as a *guide* diminishes.
- ☑ It is NOT time to establish authority when addressing a discipline issue.
- ☑ Escalate consequences when behavior persists.
- ☑ Make sure that consequences are in some way tied to the violation.
- ☑ Use every interaction as a teachable moment.

A FRAMEWORK FOR YOUR INTERACTIONS:

IMMEDIATE RESPONSE	DELAYED RESPONSE

NON VERBAL
☑ Proximity (get close)
☑ Eye Contact ("the look")
☑ Have a gesture
 	
VERBAL
☑ Be as private as possible (avoid public embarrassment) when addressing a single or small group of students. Whispering is one way of doing that.
☑ Validate desired behaviors
  o "I like how____is_____."
☑ Redirect before students get out of control
  o "Remember, please check yourself to make sure you are_____."
☑ Thanking ahead of time
  o "Thanks for turning around and putting that away."
☑ State the desired behavior and move on.
  o "I want you to be successful, so I need you to_____."
☑ Combine redirection with validating desired behaviors.
  o "Nice job Lety at working quietly on the Do Now. Jorge, I need your eyes up here."
	☑ Give a "heads up" that you will be back in ___minutes to see_____(desired behavior).

IMMEDIATE CONVERSATION	**DELAYED CONVERSATION**
☑ Does the whole class need to be involved? ☑ Highlight the behavior you want to address, restate the classroom/school values/codes, and explain how the behavior interfered with learning and our school values/codes. (Re)state your explicit expectations for behavior.	☑ Let the student know that you will check in with him/her later. ☑ Listen to the student. Allow student to offer an explanation/rational for the behavior and affirm something they mention in the explanation. ☑ Highlight the behavior you want to address, restate the classroom/school values/codes, and explain how the behavior interfered with learning and our school values/codes. (Re)state your explicit expectations for behavior. ☑ Narrate when things have gotten better.