

Welcome!

*Non-verbal Communication Skills to
Positively Influence Classroom Behavior*



Krista Grinder



Rachel Babbs

TECHNOLOGY AND LOGISTICS

TAKE A POLL



RAISE YOUR HAND

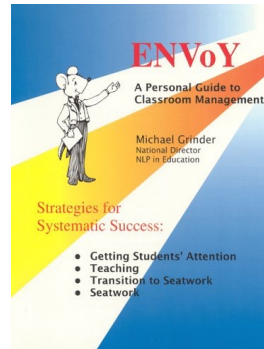


QUESTIONS AT THE END



TECHNOLOGY AND LOGISTICS

PAGE NUMBERS PROVIDED



NOTE-TAKING





OUTCOMES AND PURPOSE

Goals for the presentation:

- Lay foundational knowledge of background, history, and benefits of the ENVoY program.
- Identify the four pillars of nonverbal communication: body, voice, eyes, breathing.
- Recognize key times the teacher wants to be systematic when utilizing non-verbals.
- Learn four systematic non-verbal management strategies from the ENVoY program.

IMPACT OF CLASSROOM MANAGEMENT

In a study of 228 variables linked to student achievement, classroom management was rated first in terms of its impact on academic performance.

(Marzano et al. 2003)

TRILOGY OF CLASSROOM MANAGEMENT

Relationships are the key



*A Cat
in the
Doghouse*

ENVoY

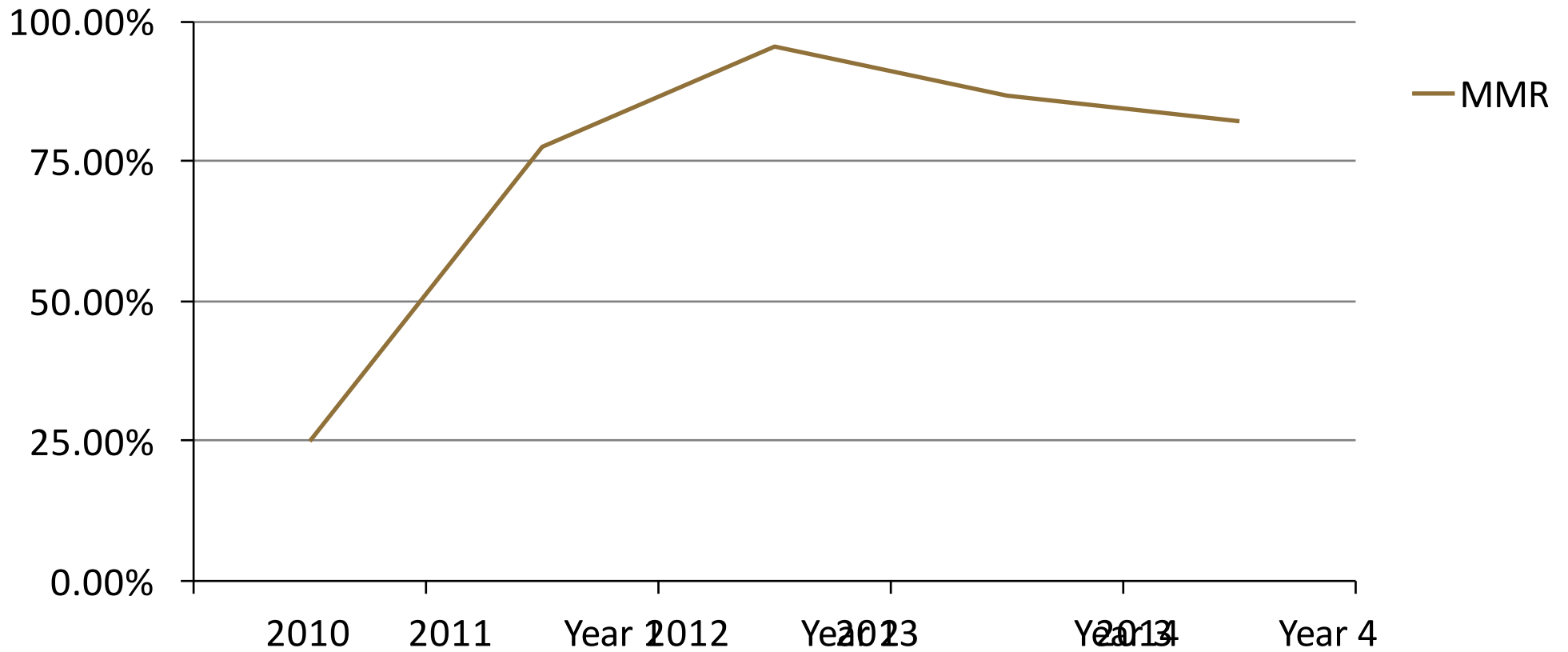
*A
Healthy
Classroom*

RESEARCH BASED AND TESTED

Based on research from over 5,000
classroom observations



EISENHOWER ELEMENTARY

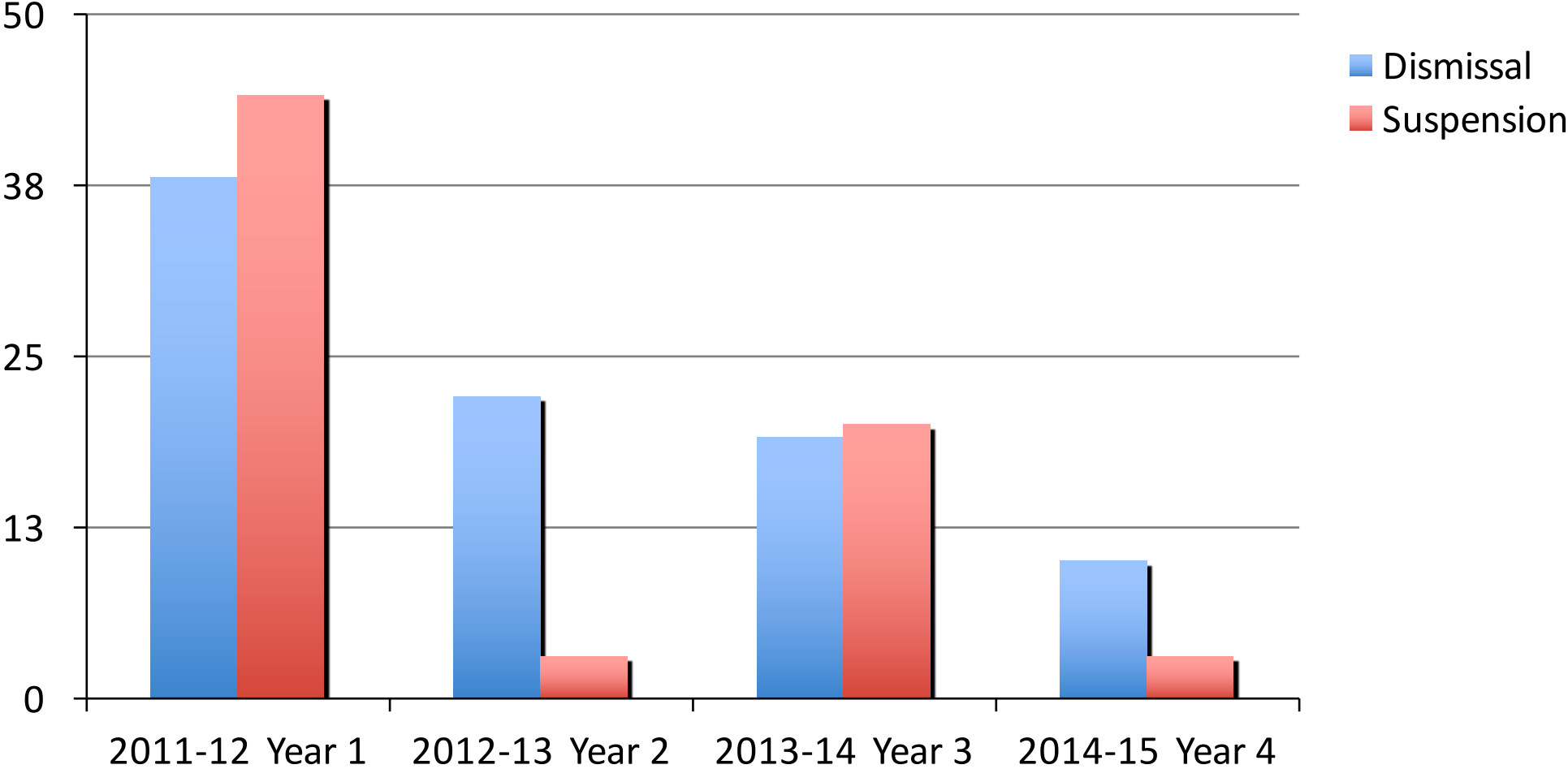


Reward
school

Reward
school

Reward
school

EISENHOWER DISCIPLINE DATA



*

* Through 1.16.15

ENVoY



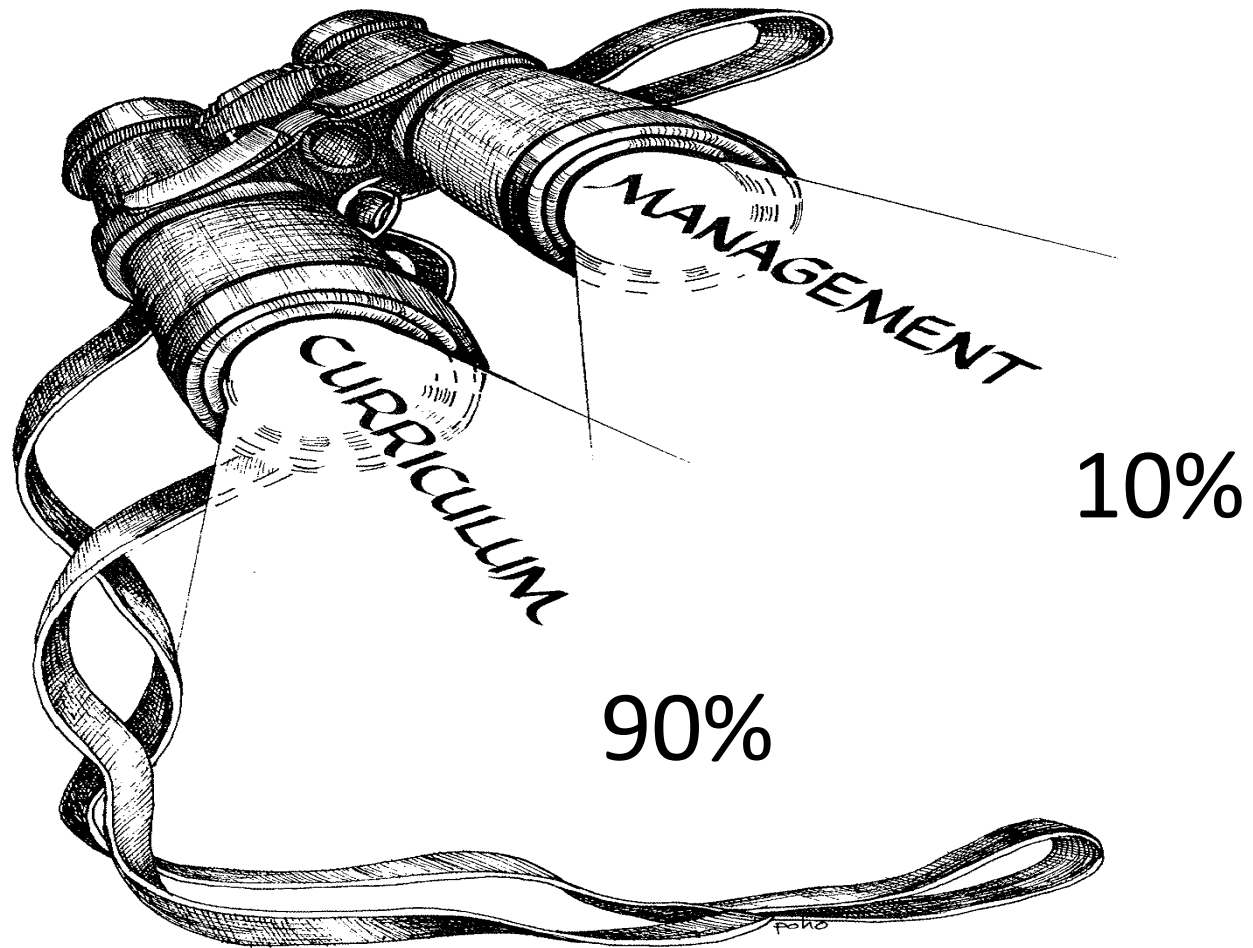
**A Personal Guide to
Classroom Management**

Michael Grinder
National Director
NLP in Education

**Strategies for
Systematic Success:**

- **Getting Students' Attention**
- **Teaching**
- **Transition to Seatwork**
- **Seatwork**

THE EDUCATIONAL BINOCULARS



THE PROGRAM



Educational

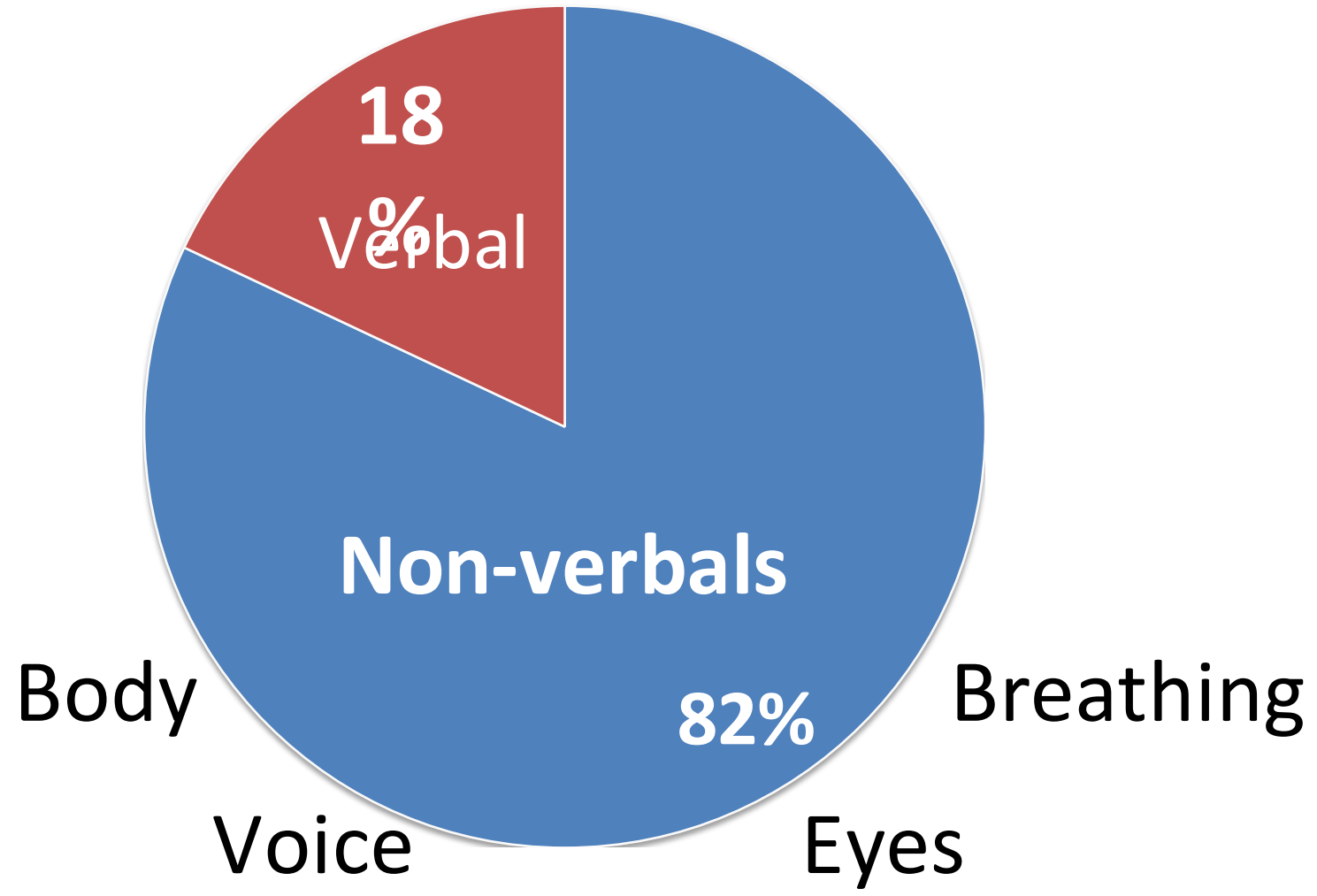
Non

Verbal

O

Yardsticks

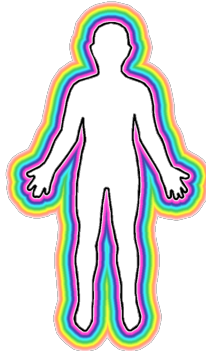
PATRICK MILLER, NEA RESEARCH



NON-VERBALS

Body

- Proximity
- Location
- Posture
- Gestures



Voice

- Tone
- Volume
- Speed



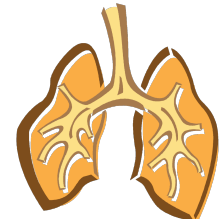
Eyes

- Where we are looking
- When to look



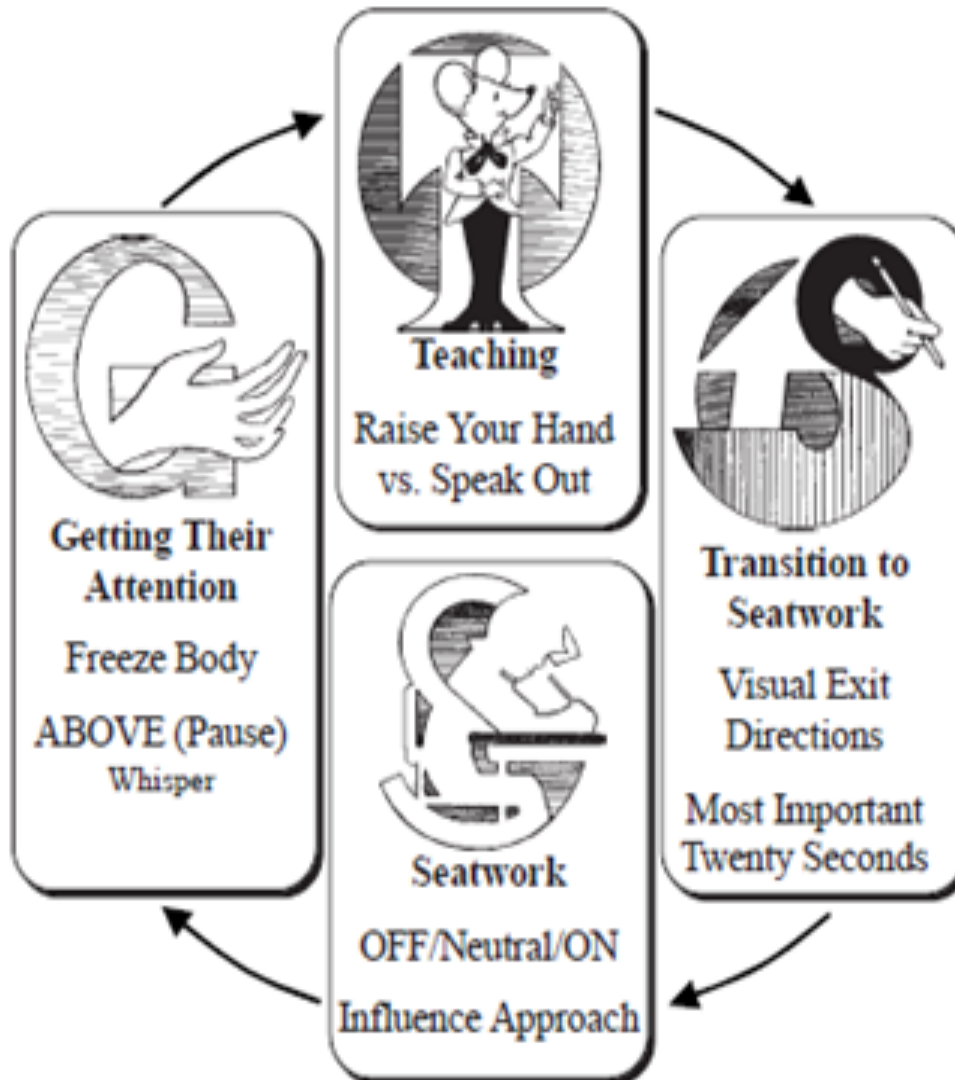
Breathing

- High breathing
- Low breathing



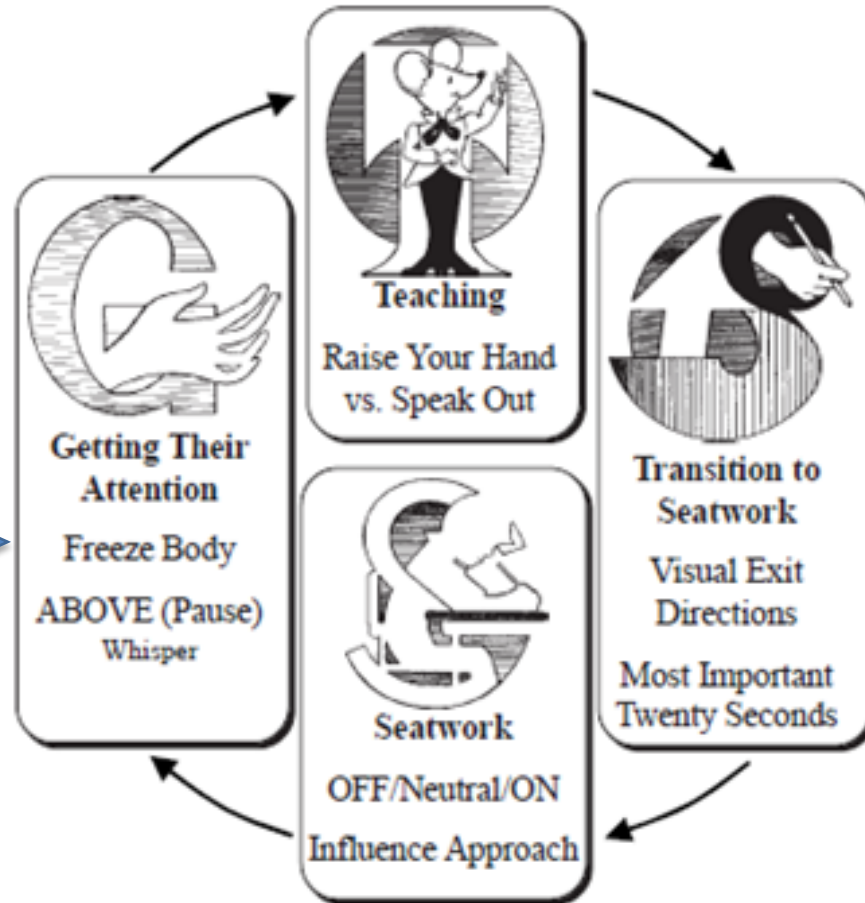
FOUR PHASES

P. 12



FOUR PHASES

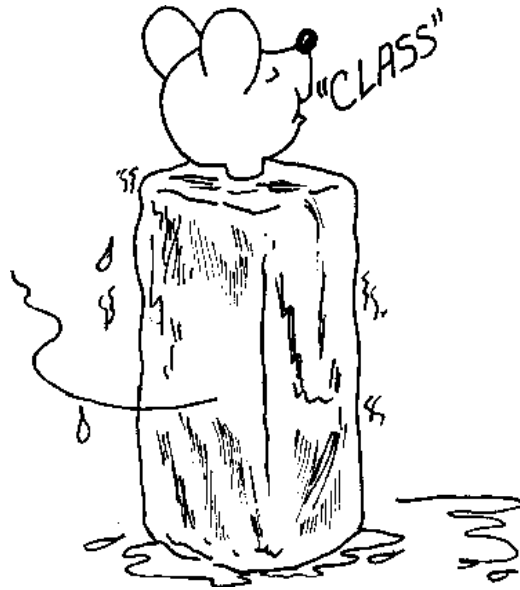
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FREEZE BODY

P. 14

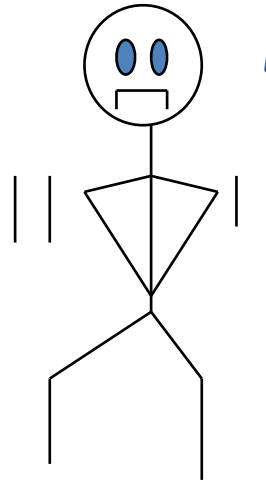
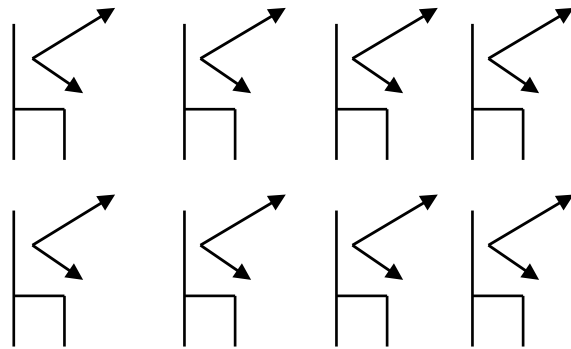
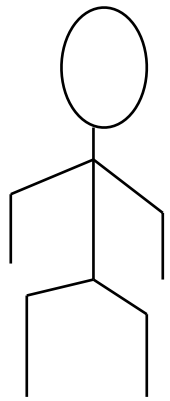




GETTING THEIR ATTENTION: FREEZE BODY

Least Recommended=Be Moving

“Class, look up here.”

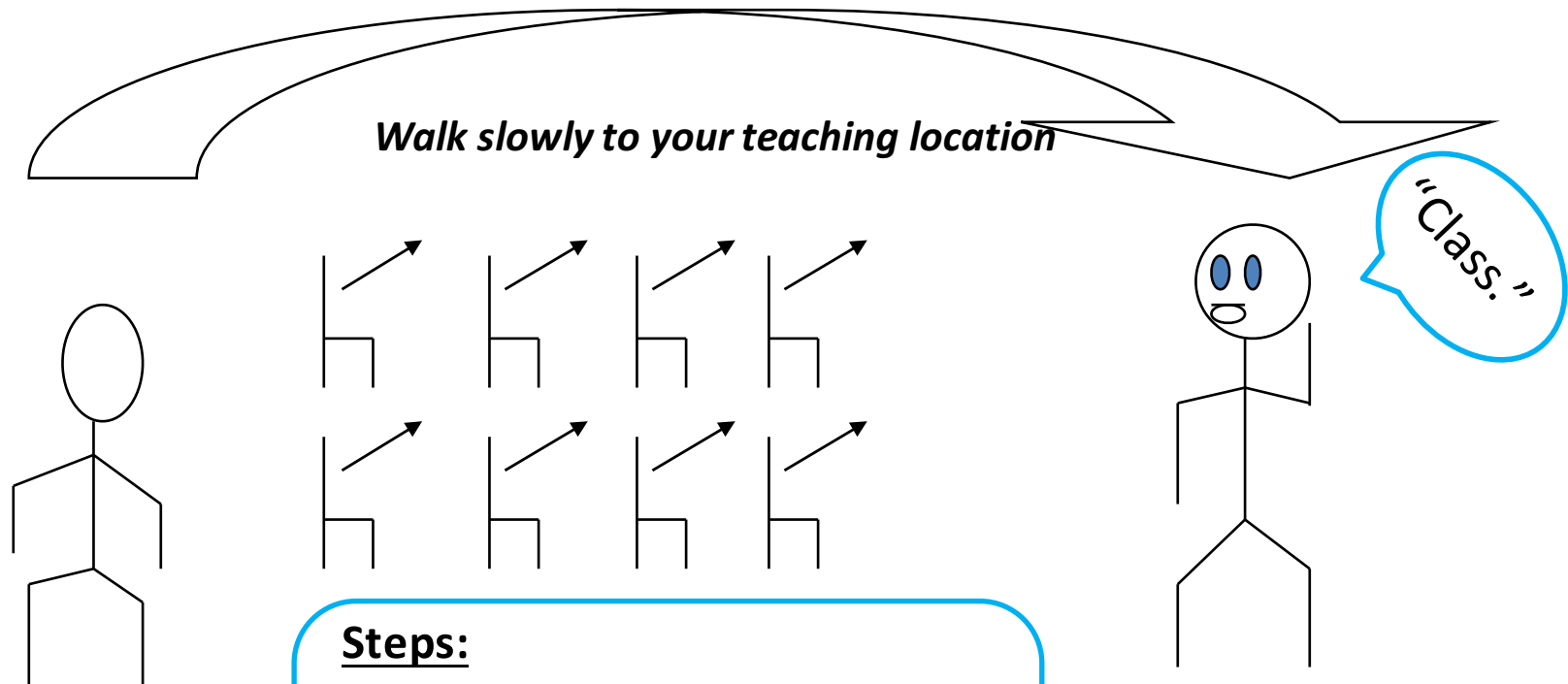


“I don't need help with
problem #4!
You do!”



GETTING THEIR ATTENTION: FREEZE BODY

Recommended=Freeze Body



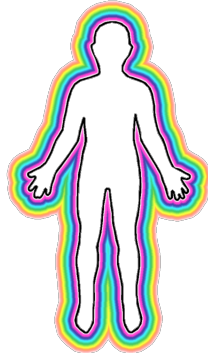
Steps:

- Be in your teaching location
- Be ready
- Get settled
- Getting Their Attention location
- Use a frozen hand gesture

FREEZE BODY NON-VERBALS

Body

- Frozen
- In Getting Their Attention location
- Frozen hand gesture



Voice

- Silent



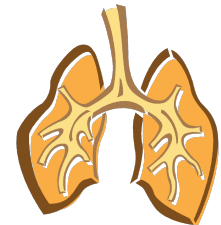
Eyes

- Scanning
- Taking inventory
- Make soft eye contact with the students who are attentive



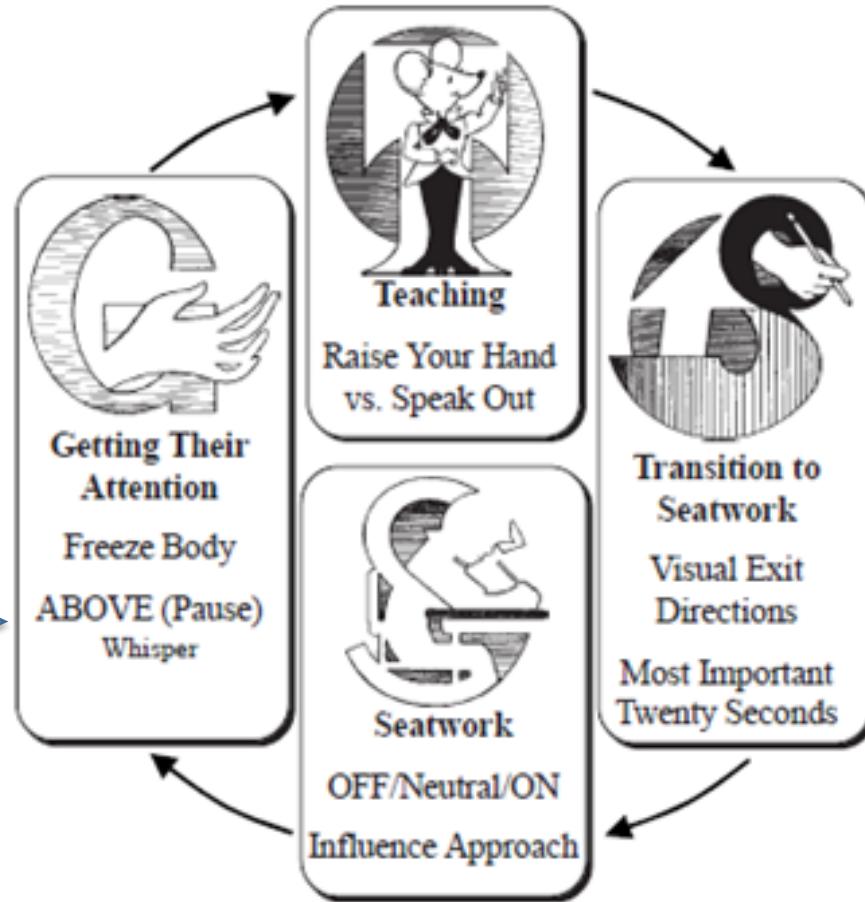
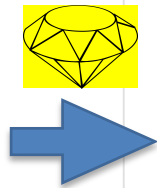
Breathing

- Low breathing



FOUR PHASES

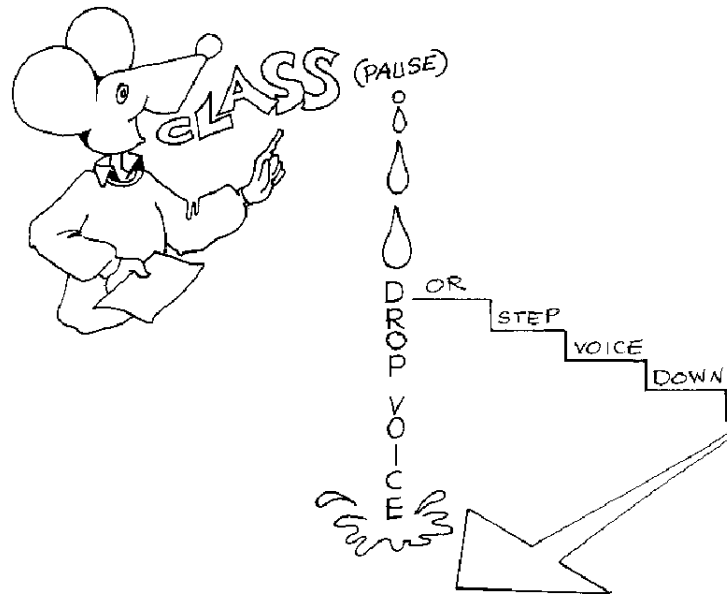
P. 18





ABOVE (PAUSE) WHISPER

P. 18

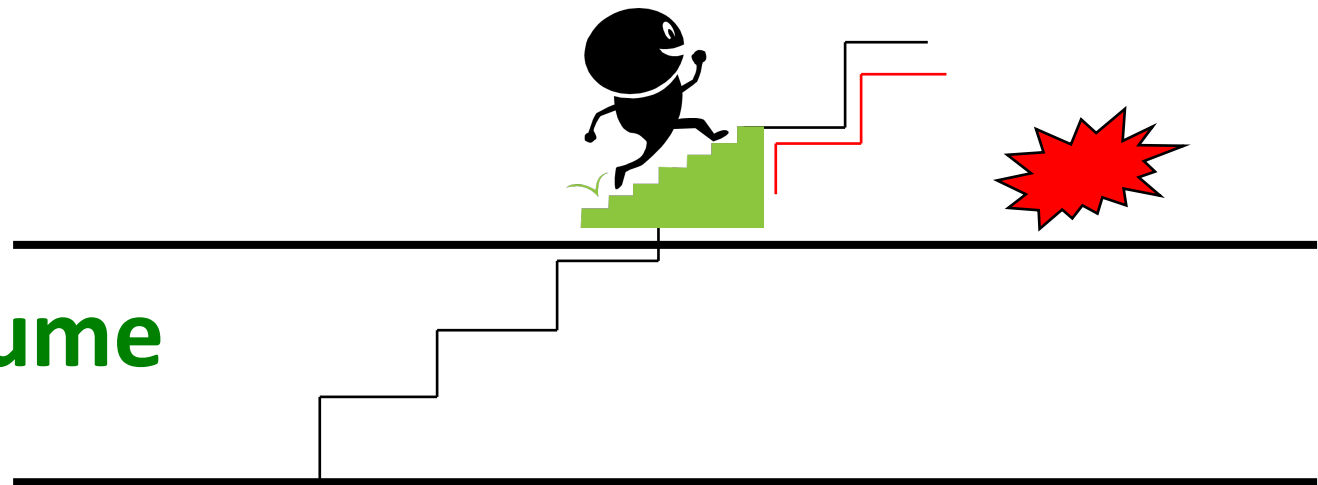




ABOVE (PAUSE) *WHISPER*

Least Recommended = Gradually Increase

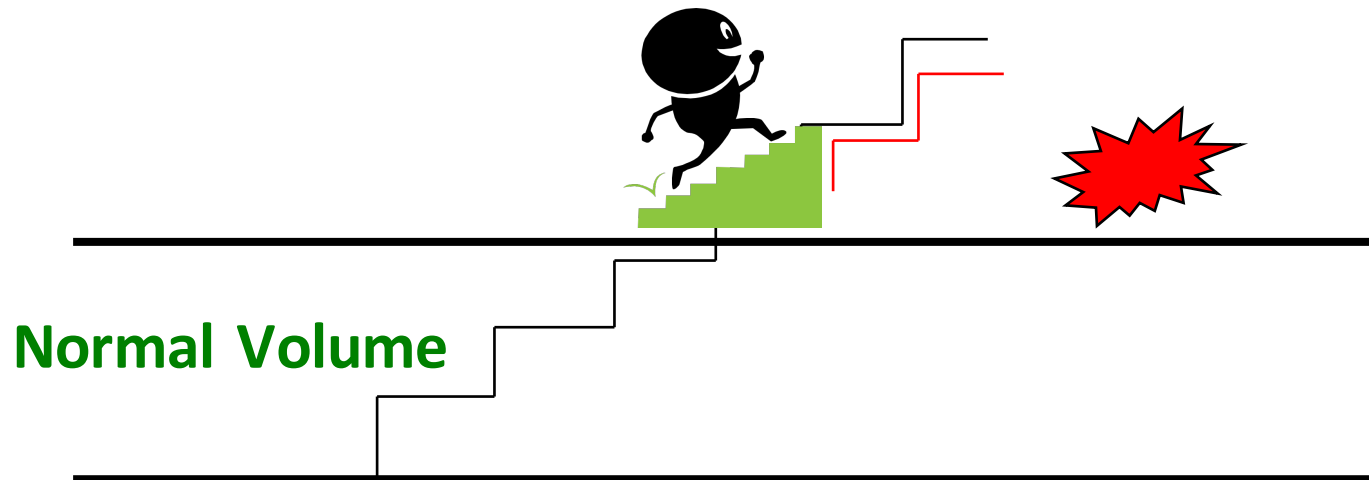
Normal Volume





ABOVE (PAUSE) *WHISPER*

Hard Year, Hard Week, Hard Day





ABOVE (PAUSE) *WHISPER*



“Class!” (Pause)



Normal Volume

Whisper = “We were looking at...”

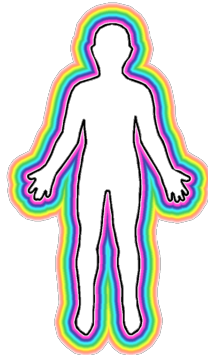
Steps:

- Be ABOVE
- Be brief
- (Pause) until the group is attentive
- Whisper the first few words
- Return to normal teaching volume

ABOVE (PAUSE) WHISPER NON-VERBALS

Body

- In Getting Their Attention location
- Frozen hand gesture



Voice

- Varies from ABOVE and below
- Brief
- Credible



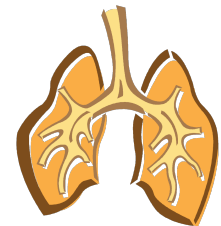
Eyes

- Scanning
- Taking inventory
- Make soft eye contact with the students who are attentive

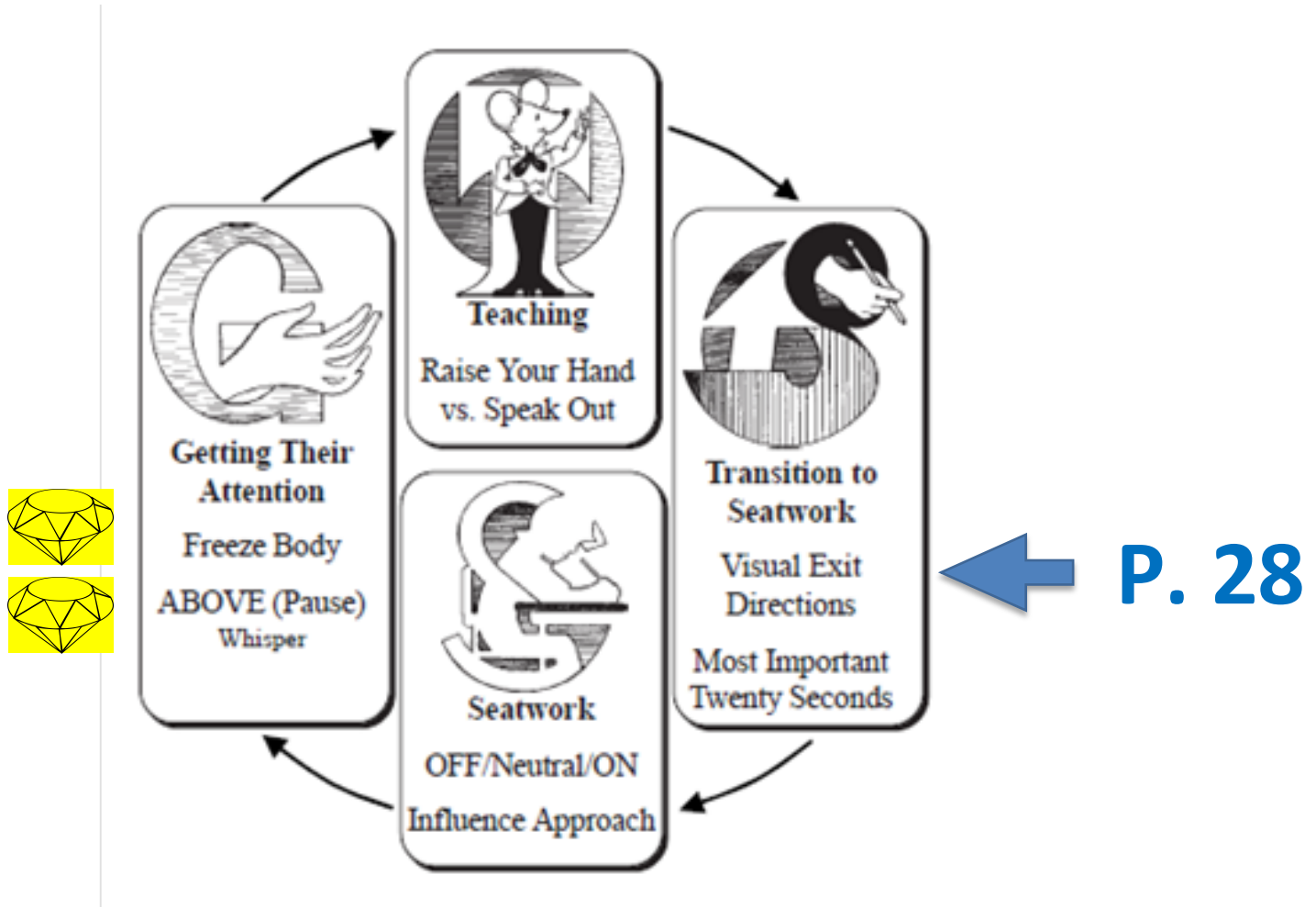


Breathing

- Low breathing



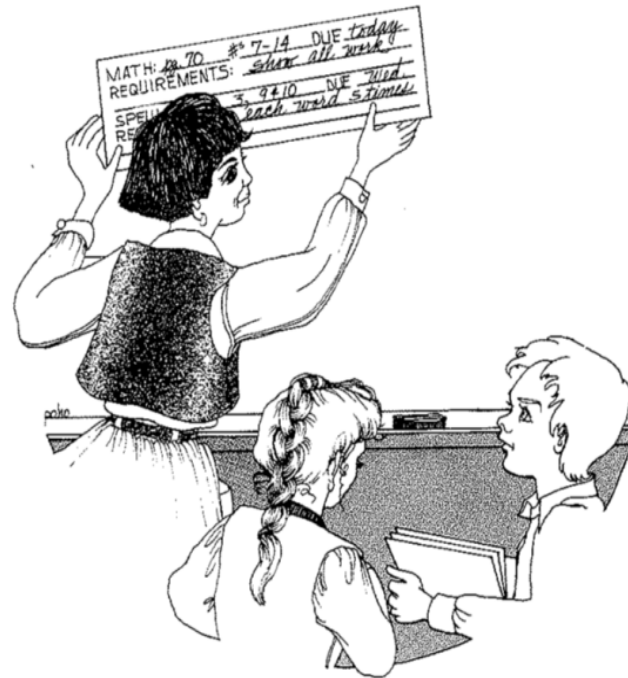
FOUR PHASES





EXIT DIRECTIONS

P. 28



MEET IDA INCESSANT



Show three different ways to solve the problem.

Then, get out your math packets. Solve problems 1-10 on page 10.

First, get out your interactive notebooks.

Play Math 24 with a partner.

Check rubric and score your work.

Then, have three different people verify that your score matches the rubric.

Turn into the "done" tub.

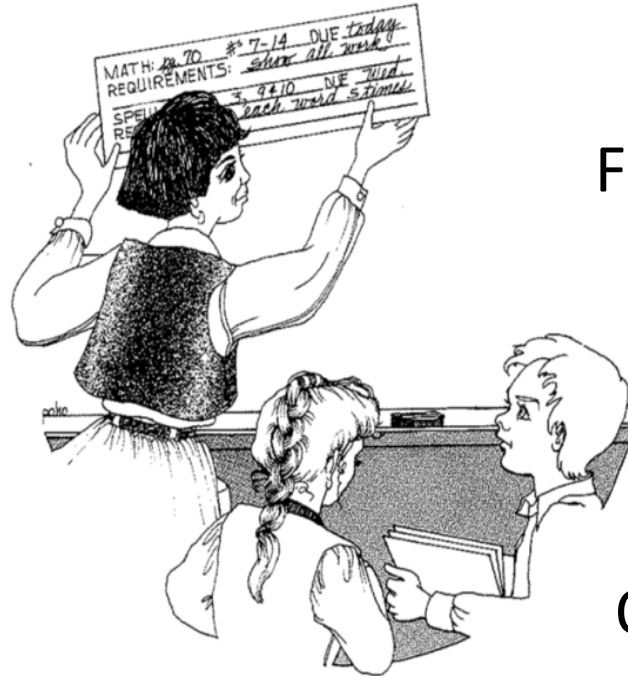




EXIT DIRECTIONS

Interventions

Focus is on curriculum

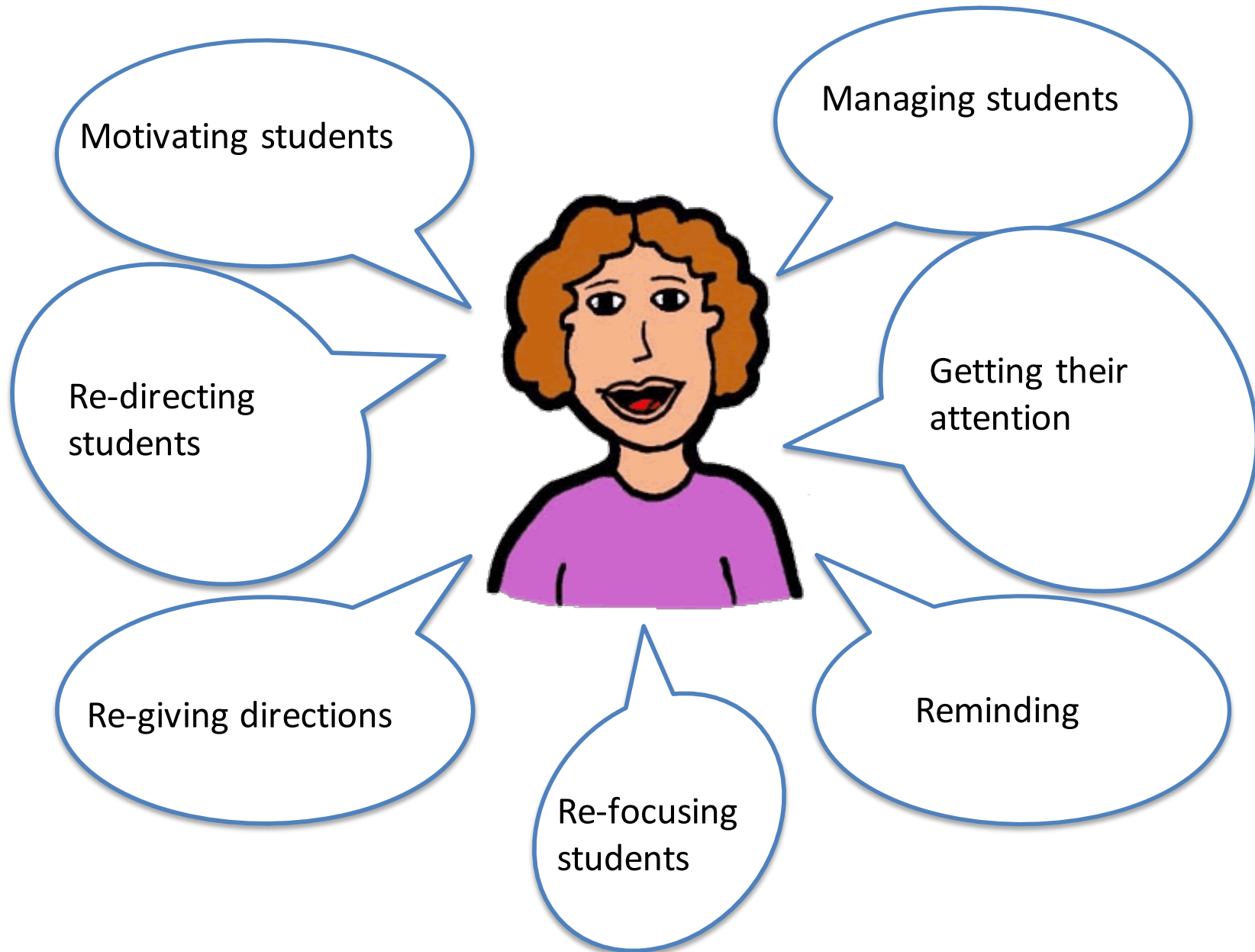


Extensions

One-on-one instruction

Small group instruction

IDA INCESSANT





EXIT DIRECTIONS

Oral Directions = Dependency

Visual Directions = Empowerment

*When the teacher is **verbal**, then the teacher is the only one who really knows what is going on.*



EXIT DIRECTIONS

Least Recommended: Orally releasing the class



Teacher

“Frankie.”

“You need to be working.”
(Somewhat definitively)

“Hey!” *(Teacher increases volume)*

“Frankie.” *(An exasperated teacher)*

Student

“What?”

“I was just getting a pencil. How do you expect me to work without a pencil?”

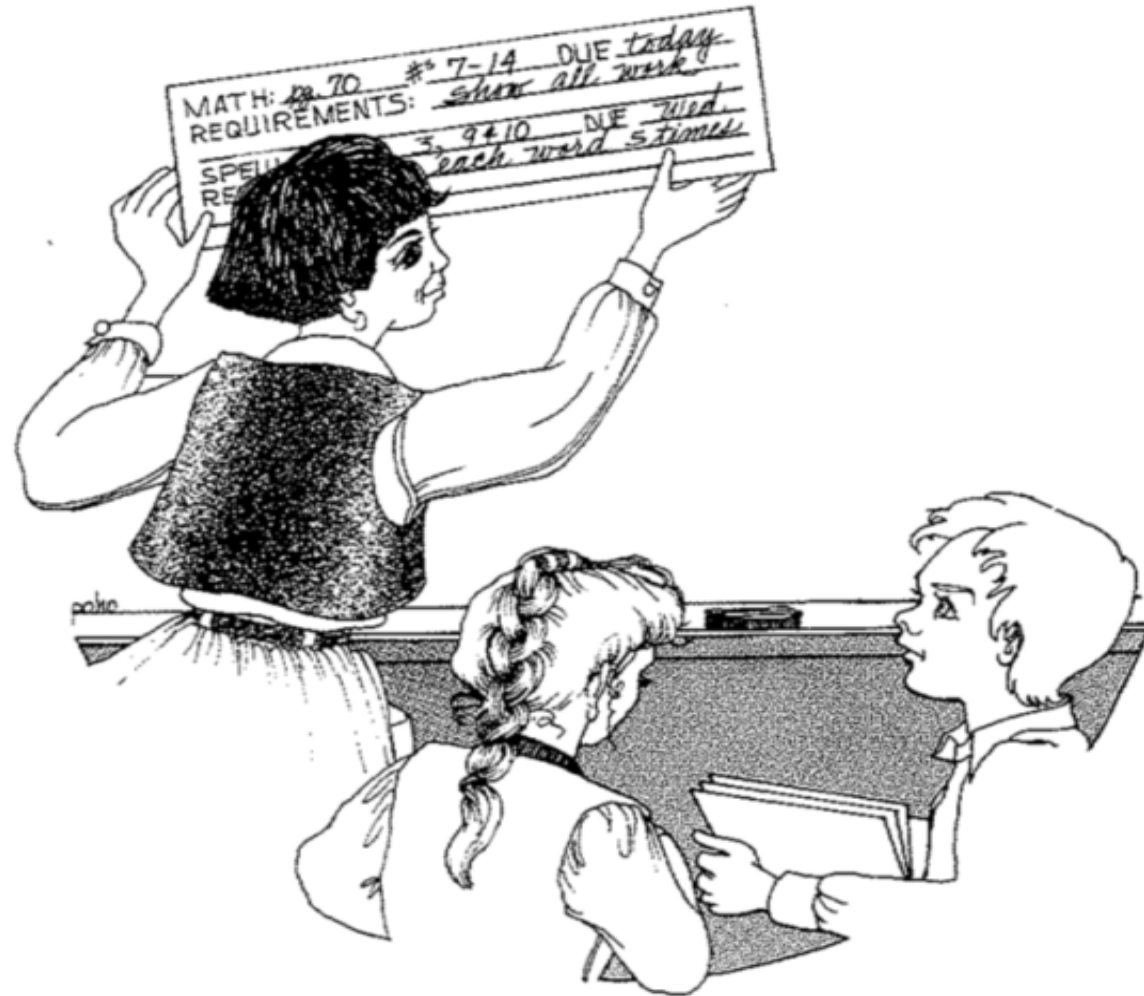
“You always pick on me.”
(The victim has arrived)

“Now I can’t work ‘cause you’ve upset me too much.” *(The final volley)*





EXIT DIRECTIONS





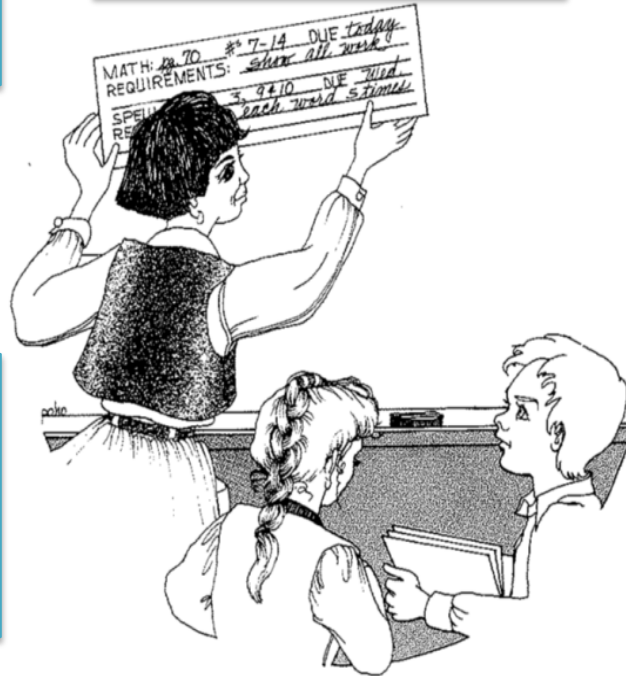
EXIT DIRECTIONS

What?

Where?

How?

When?



Now
what?



EXIT DIRECTIONS

Keep 'em
simple



Use graphics
and text

Read aloud
to the class

Keep 'em in
the same
location

Exit Directions

Daily Lesson

Lesson: _____

Assignment: Page: _____ #s: _____

Requirements: _____

Due: _____ Turn into blue box

When you finish: _____



I Can...

* find the difference in a subtraction problem


Need



Do

Math Journal p. 13

Put

Blue Cubby 

When finished

① Math Boxes p. 9

② Math-to-Self
Top-It

Directions:

- 1. Finish p. 33
- 2. Write your name
- 3. Tear out p. 33-34
- 4. Turn paper into basket



- 5. Finish p. 83
- 6. Raise your hand
- 7. iPad



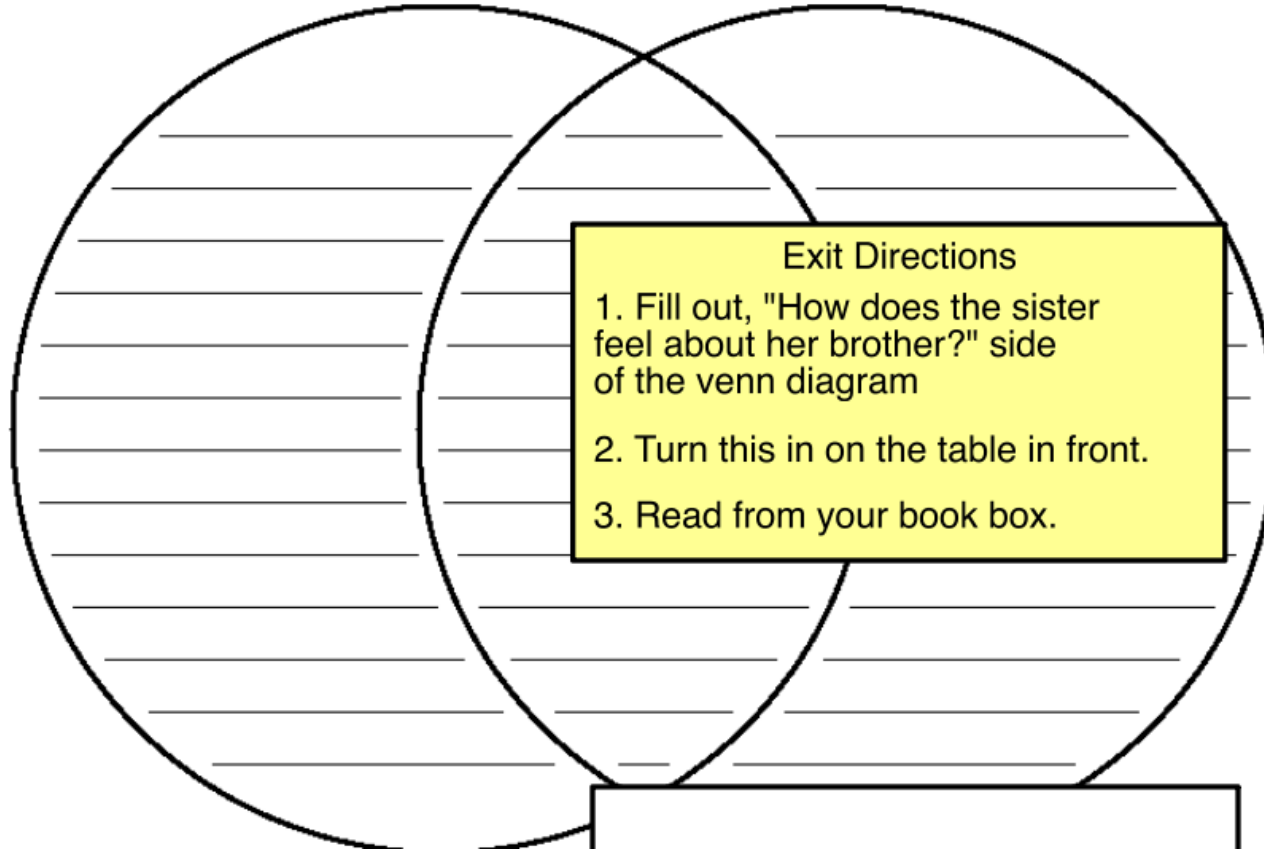
Sky Ride

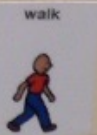
Name : _____

Venn Diagram

**How does the sister
feel about her brother?**

**How does the brother feel
about his sister?**





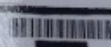
1. Get Shelf Marker

2. Look Quietly For A Book



3. Check Out Book

Christopher



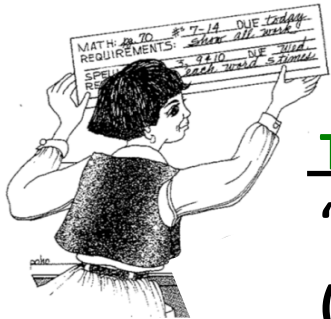
4. Sit Quietly On Rug





EXIT DIRECTIONS

Recommended: Go visual



Teacher

"Frankie."

(Teacher **Non-verbally** indicates for the student to get back to work.)



Refinements:

- Avoid the hooks:

Eyes

Mouth

- Let the student have the last word or sound

Student

"What?"

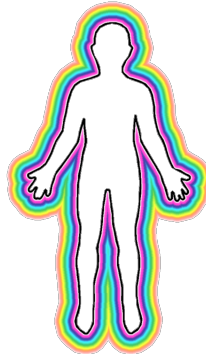


"I hate math."

EXIT DIRECTIONS NON-VERBALS

Body

- Gesturing to the Exit Directions



Voice

- Silent
- Nonverbal



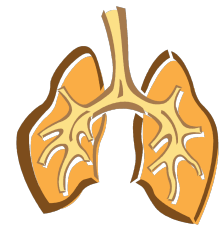
Eyes

- Looking at the Exit Directions

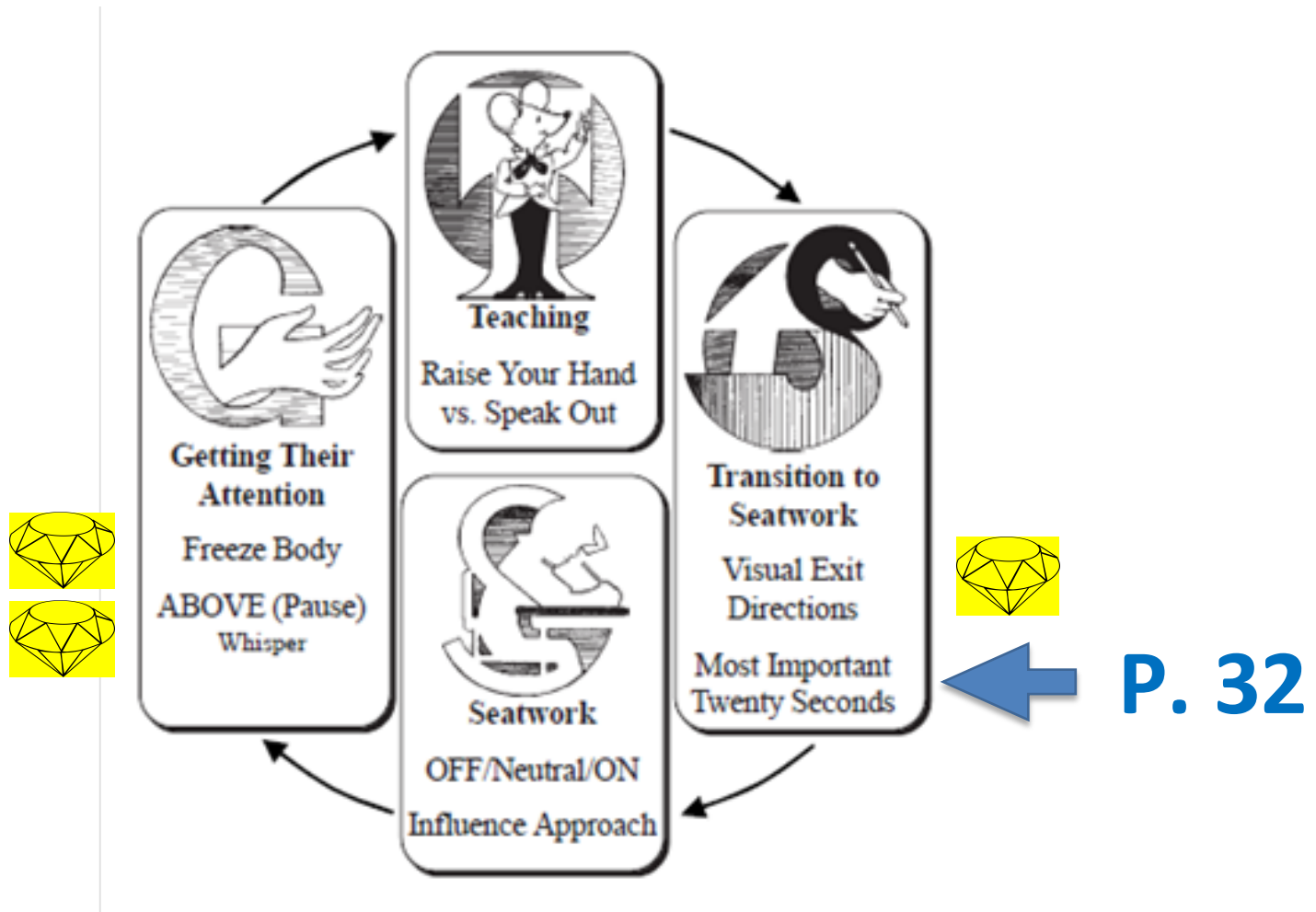


Breathing

- Breathing low



FOUR PHASES



MOST IMPORTANT TWENTY SECONDS



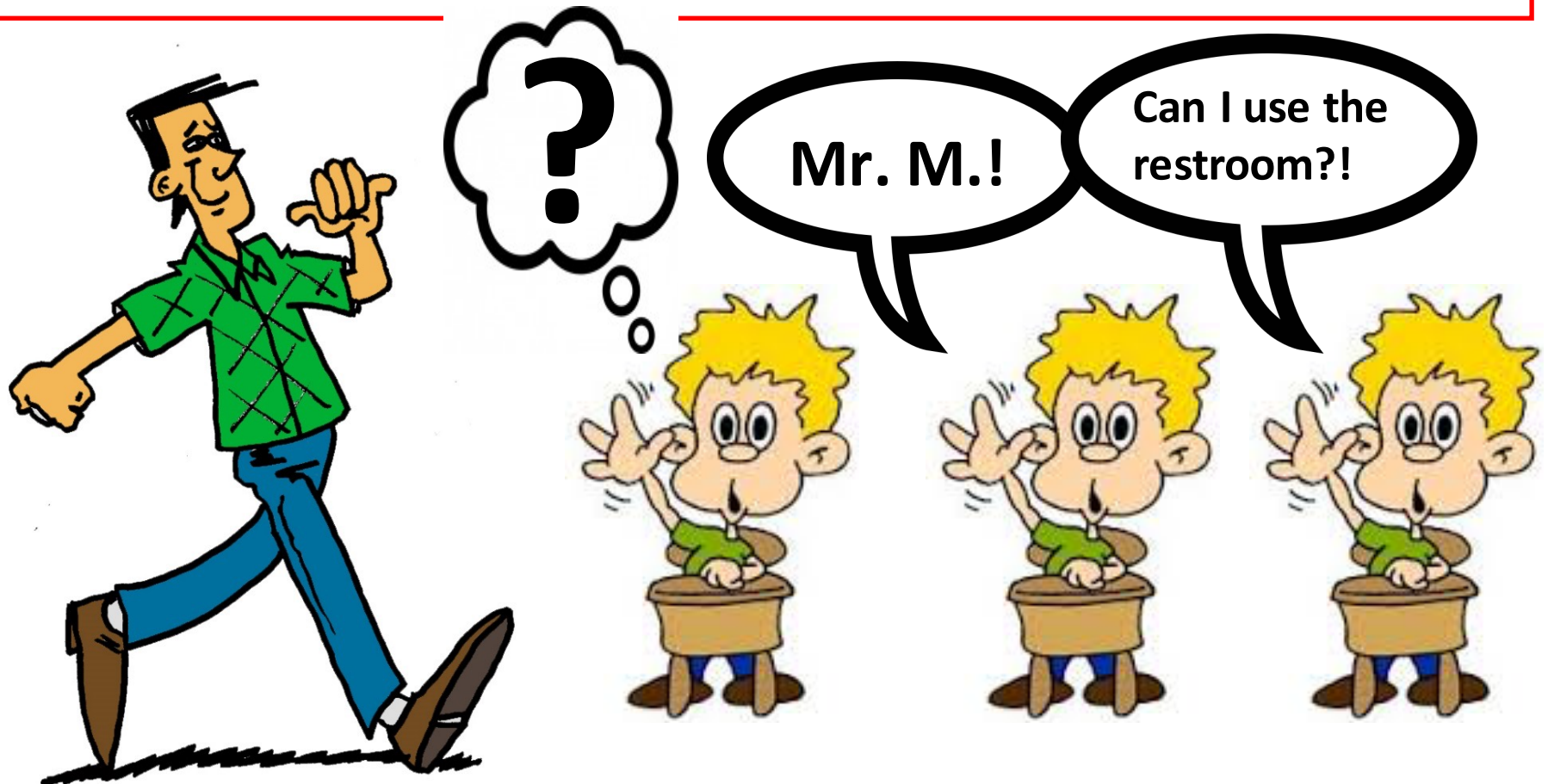
1. Read the Exit Directions
2. Ask if there are any questions.
3. Release students to begin.
4. Stay still for twenty seconds.
5. Slowly go out to facilitate.





MOST IMPORTANT TWENTY SECONDS

Least Recommended: Move right away



Increases hyperactivity and dependence



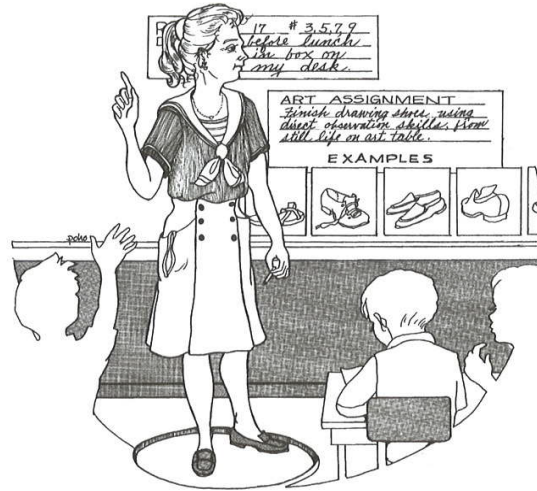
MOST IMPORTANT TWENTY SECONDS

Most

Important

Twenty

Seconds



Recommended: Stay still for twenty seconds

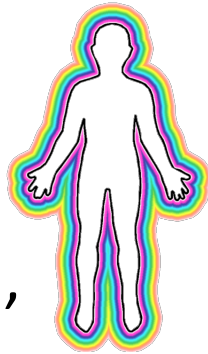
Increases productivity

Increases independence

MITS NON-VERBALS

Body

- Front of the room
- Near the Exit
- Directions
- Arms at sides, parallel, or a combination



Voice

- Silent
- Nonverbal



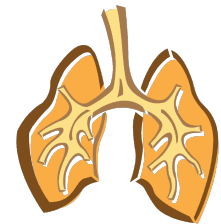
Eyes

- Scanning to see who needs the teacher



Breathing

- Breathing low



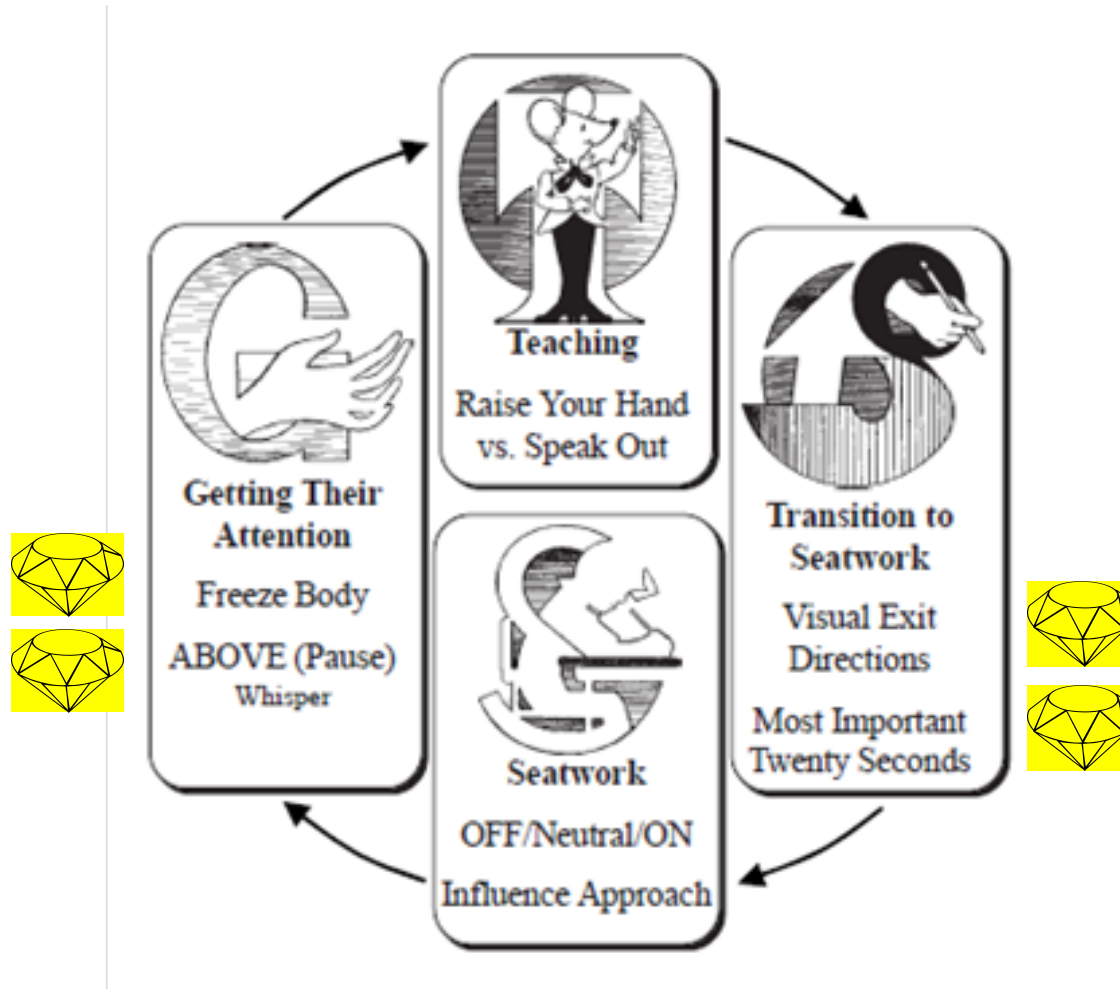


MOST IMPORTANT TWENTY SECONDS



Let's practice!

FOUR PHASES



Thank you!

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Positively Influence Classroom Behavior*



Krista Grinder

krista@michaelgrinder.com



Rachel Babbs

rachelbabbs@msn.com