Love the Kids, Love My Job
Part 1

Remember this?

Expectation	
_____	**Correction**
vocal	vocal
tangible	redo/removal

"Reinforcement" – What comes to mind? There are actually 4 categories:

_____

_____

_____

_____

I. Non-Contingent Reinforcement

Non-contingent reinforcement:

Attention/recognition given to students without _____ requiring that they meet
an expectation (i.e., _____ _____)

The "Why" of Relationships

From Research:

Teacher-student relationships rank _____ parental involvement, small-group
learning, and class size in relation to student achievement.

(Hattie, 2018)

_____ effective teachers consistently address students by name, say please and
thank you, smile, and show _____ to their students.

(Wong, 2009)

The most effective teachers are those who are "_____ _____;" that
is, they build good relationships with their students while still maintaining high
expectations of them.

(Barkley, 2020)

The "How" of Relationship-building

Top 3 Strategies

1) Morning Greetings

   Define:

   Being present at the _____ as each student first enters the classroom; acknowledging *each* student _____ _____

   → Why?

       - help offer a _____, _____ start

       - allow teacher to meet _____ needs

       - help set _____ climate

2) Use of Pet Names

   Define:

   Addressing a student by an affectionate _____

   → Why?

       - indicates _____ and deeper _____

3) Use of Humor

   Define:

   Taking advantage of or creating opportunities to make students _____/laugh

   → Why?

       - serves to _____ bond people

       - causes students to rate environment as more _____

   VIDEO: *Joking Around in 1st Grade*

       What benefits seem to come from using humor in the classroom?

Sarah's Experience…

Moderately or minimally effective teachers tend to be more _____-faced and _____ with their students.

(Administrators: "They seem to lack _____.")

Quick Tip: Make sure expectations AND corrections are solidly in place _____!

In Summary: Relationship building includes…

- greeting students _____ morning

- addressing students by names, _____ names

- using _____ humor

II. Non-vocal Reinforcement

Non-vocal reinforcement*:*

Attention/recognition given to students without _____ (i.e., _____)

The "Why" of Affection

From Research:

The average American child receives an estimated _____ of affection _____ _____ from his/her parents.

(Wong, 2009)

Connection is _____ _____ _____ of trauma-related problems.
→ anger, aggression, loneliness, difficulty concentrating, emotional disturbance

(CDC. 2017)

IT'S WHY…

Teacher-student relationships rank **above** _____ involvement, _____-_____ learning, and class _____ in relation to student achievement.

(Hattie, 2018)

The "How" of Affection

Top 2 Strategies

1) Gestures

    Define:

    Using hand actions or facial movements in order to express _____/
    _____ for someone

    How many can you think of in 30s?

    → Why implement gestures immediately?

       - They allow for _____ connections

       - They don't _____ the flow of instruction

2) Touch

    Define:

    Making _____ contact with someone

           e.g., hugs, shoulder pats, fist bumps, high 5s

    Why?

    From Research:

    Children who do not receive adequate touch tend not to grow to their expected
    _____ and _____, not to have _____ immune
    systems, AND to exhibit greater…

    _____ PROBLEMS than peers who receive adequate touch.

                                                                            (Keltner, 2010)

    → Why else use touch?

       - it's a _____ measure

       - it helps create _____ connections

Q: What did you like or learn about reinforcing appropriate behavior?

A: