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Acknowledgments

In every school I visit, there are teachers whose classrooms are very effectively managed and whose students excel at extremely high levels. What's more impressive is that those teachers accomplish this amazing feat without ever raising their voices. You see, they have already figured out that Shouting Won't Grow Dendrites. This book is dedicated to that group of teachers because the proactive management skills that they have already mastered will be reflected in the chapters that follow.

This book is also dedicated to those teachers who are striving daily to become better at what they do, for to be dissatisfied with the status quo is to strive toward perfection. I pray that this book enables them to realize that the best-run classrooms are positive places to be, where teachers present challenging, activity-based lessons and where students believe that, academically, all things are possible.

I also dedicate this book to my parents, Alvin and Eurica, who instilled in me and my two sisters the values and respect that are lacking in growing numbers of today's students. I will be forever grateful for the times we said, "No sir," to my father and, "Yes ma'am," to my mother. Their highest of expectations equipped us with the confidence, skills, and abilities to be successful at whatever we undertook. Tyrone and I have attempted to do the same with our three children—Jennifer, Jessica, and Christopher—and our four grandchildren—Christian, Aidan, Maxwell, and Aaron.

To my husband, Tyrone: For more than 35 years, you have been my confidant and best friend. Thank you for your continued love and encouragement, which enable me to perform at my best during every presentation.

Thanks to the associates who work with our company, Developing Minds, Inc. You are instrumental in spreading the word that all students can succeed. I am also grateful to Carol Purviance and Fran Rodrigues, our administrative assistants, who *keep me straight* both professionally and personally and ensure that the company runs smoothly on a daily basis.

About the Author



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Marcia is currently an educational consultant and has taught more than 400,000 parents, teachers, administrators, and business and community leaders throughout the world, including Australia, Egypt, Greece, Hungary, Oman, Singapore, Thailand, and New Zealand. She is the author of the following six best sellers: *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* (2nd Ed.); *"Sit & Get" Won't Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain* (2nd Ed.); *Reading and Language Arts Worksheets Don't Grow Dendrites: 20 Literacy Strategies That Engage the Brain* (2nd Ed.); *Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom* (2nd Ed.); *Mathematics Worksheets Don't Grow Dendrites: 20 Numeracy Strategies That Engage the Brain*, and her book for parents, *Preparing Children for Success in School and in Life: 20 Ways to Increase Your Child's Brain Power*. Her most recent books are *Science Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain*, cowritten with Warren Phillips, and *Social Studies Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain*. Participants in her workshops refer to them as *some of the best they have ever experienced* since Marcia uses the 20 brain-compatible strategies outlined in her books to actively engage her audiences.

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Introduction

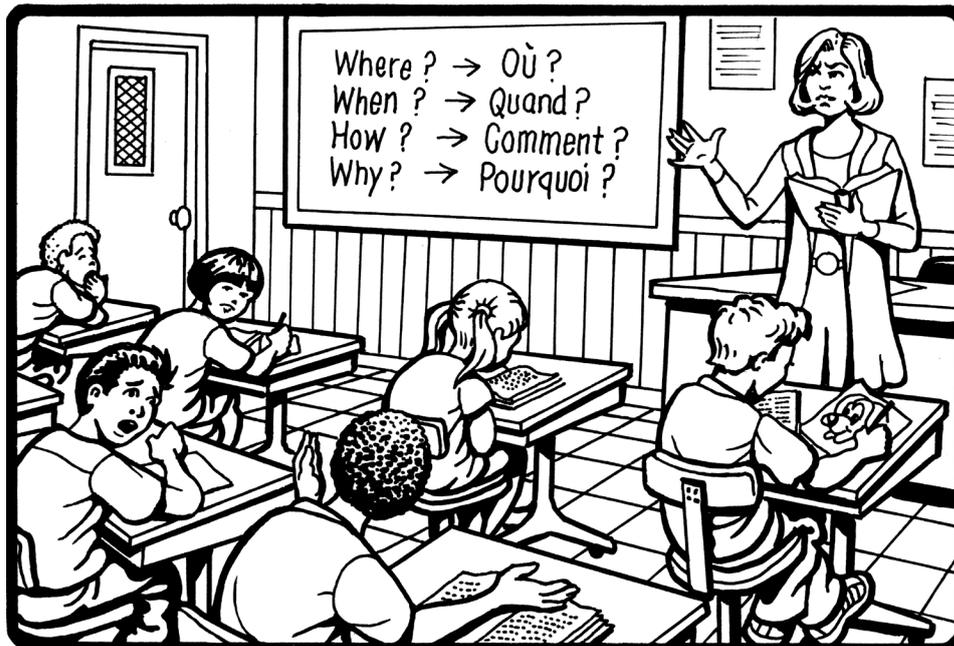
If you have been in education for any length of time, you have probably observed one or both of the following scenarios. If not, attempt to visualize them as you read the paragraphs that follow.

➔ SCENARIO I

Mrs. Stephens teaches French at Fairmont High School. As her third-period students file into the room, she is sitting at her desk grading papers. She never looks up or acknowledges them until a group of students comes in playfully pushing and shoving one another. She yells at them from her seated position to calm down and sit down! They ignore her request. Once the bell rings, she stands and attempts to gain enough order to begin class. She has to wait several minutes until a majority of students stop talking to one another and laughing out loud. She then calls the roll, which takes several minutes because she calls the students by last name and waits for them to state that they are present. By this time, 8 minutes of the class period has passed. She then tells students to open their textbooks to page 67 and to get out their homework assignment from the previous night. Only a handful of students actually have the assignment, so the rest have nothing to look at as she goes over the answers. Once the homework assignment is checked, students take turns translating several passages contained in the French textbook into English. Mrs. Stephens stops periodically to scream at students who don't appear to be paying a bit of attention to the passage.

Mrs. Stephens then instructs students to get out paper and pencil because she will be lecturing on French culture and they will need to take notes. Several students have no paper and pencil, so she throws a tirade about the foibles of coming to class unprepared. She reminds them that it is their responsibility to bring the proper supplies. After all, she is fulfilling her obligation by teaching the material. It is not her fault if students choose not to learn it.

The walls in the room are bare. Except for a couple of purchased posters, there is nothing for students to look at daily as they learn French. Students are sitting in straight rows and are rarely allowed to talk with one another



about what they are learning. In fact, Mrs. Stephens still considers it a good day if she is doing all the talking in class and the students are sitting quietly. It doesn't matter if they are not paying any attention to what she is saying, as long as they are quiet.

After what to students seems like an eternity, the bell rings, and every student jumps up from his or her desk and bounds out of the door. Mrs. Stephens has never moved from her desk, however, during the entire period.

SCENARIO II ←

Mr. Hernandez teaches Spanish at Longview High School. He is the favorite teacher of the majority of students who are fortunate enough to have him as their teacher. The bell has just rung, so you will find him standing at the door to bid farewell to the students who are leaving third period and hello to the ones who are entering for fourth. He can be overheard asking specific students if they won their football game played during the previous weekend and complimenting others on their appearance. You hear salsa music playing softly from a speaker in the room. Students have been taught from day one of school to talk beneath the music and not over it. That is not all they were taught. During the first few weeks of school, Mr. Hernandez spent more time teaching class routines and procedures than teaching Spanish. What was the benefit? He will spend the remainder of the year teaching more Spanish than routines and procedures.

If you look around Mr. Hernandez's classroom, it will look more like someone's home than a room in a high school. Students sit at tables where they work with peers, called family members. In the back of the room is a sofa. The fluorescent lights in the ceiling of the room have been turned off.

The lighting provided is a combination of natural light from the windows on one side of the room and low lamp lighting on the other side. As none of Mr. Hernandez's students have allergies, there is a distinct smell of vanilla in the classroom that has a calming effect on the brains of students. There is a word wall of Spanish vocabulary on one wall along with some pieces of artwork. On Mr. Hernandez's desk are pictures of his wife, children, and dogs. On the wall beside his desk are his degrees. There are some live plants adorning the room.



It took a while, but Mr. Hernandez has managed to develop a relationship with each of his students. He started with the ones that he thought probably needed him most. He gives students the confidence to believe that they can learn Spanish and uses brain-compatible strategies daily to engage the brains of his students. Learning in his class is challenging but so much fun! Today, they are participating in a role play of a real-life scenario of a typical day in the life of a teenager. The role play is presented in Spanish.

➔ BAD NEWS

Visualize yourself as a teacher in a one-room schoolhouse in the 1800s. A student has aggravated you for the fifth time in the same day! You have had enough, so you pull a revolver concealed under your jacket and demand that the student sit down immediately or be buried in the schoolyard. The student promptly sits down.

Fast-forward to the 2000s. A student has aggravated you for the fifth time in one day. You have had enough and request that the student sit down or be sent to the principal's office. The student curses you, laughs, and continues his or her mischief.

What a difference between the two scenarios, and neither one is acceptable! Even in the 1960s, the major disciplinary offenses involved talking too much in class, chewing gum, passing notes, or being out of a seat. Today, teachers are dealing with students' inability to pay attention, refusal to complete assigned work, blatant disrespect, and violence against them and their students. In fact, it is now the students who are concealing the weapons.

Here is the bad news! There are societal reasons why some of today's students can be more challenging to teach and to manage than ever before. By understanding the issues surrounding why some students act the way they do, educators are better able to understand the behaviors manifested in many classrooms. Let's examine eight of those issues and their effects on student behavior.

Lack of Attunement

The brain stands its best chance of growing normally if it is nurtured. From the moment a child is born, the parents or other caregivers should be in the child's face interacting with him or her. In fact, only one-fourth of children's brains are developed at birth. From birth on, each time a baby is held, fed, talked to, played with, sung to, or read to, the additional 75% develops. According to Eric Jensen (2009), this process, referred to as attunement, is most crucial during the first 6 to 24 months of life and enables babies to develop healthy emotions such as gratefulness, forgiveness, and empathy.

Many children in our schools have had no attunement. No one has talked to them, played with them, or interacted with them on a consistent basis. Of my three children, one, my son Christopher, suffered from lack of attunement. Chris is adopted, and we did not adopt him until he was almost a year old. For the first year of his life, he was in a foster home with an older foster mother who fed him and changed his diaper but interacted with him only on a limited basis. As a result, there were language delays.

Lack of Rocking, Holding, and Cherishing

Some children who have not been rocked, held, kissed, cherished, and told they matter to someone can literally grow up without empathy and sympathy for others. In a study of more than 10,000 infants admitted to Irish foundling homes in the 1900s, only 45 survived. The ironic thing is that the high mortality rate had little to do with nutritional deficits. Due to the lack of maternal nurturing over a 25-year period, the majority of those who survived grew up to be pathologically unstable (Joseph, 1999).

Examine the history of any serial killer. They were typically either verbally or physically abused usually prior to the age of 8. It is before this age that the brain develops empathy and sympathy for others. If children have not been shown any, they tend not to develop any.

Consider this analogy. What happens to pit bulls and other types of dogs who are groomed to fight other dogs? They are both verbally and

physically abused by their caregivers, the people they trust. The dogs become so angry that they will fight to the death. Why do we think that it is any different for a human being? Children come to us angry and oppositional, and some of those feelings just may come from a lack of nurturing in the home.

Changing Family Structure

The structural makeup of the family is changing. There are single-parent families. There are grandparents raising children. There are aunts, uncles, cousins, and other family members raising children. There are children raising themselves. There are even two-parent families where the parents must spend so much time working to provide for their children's basic needs that they do not have adequate time to spend with their children. The average number of minutes that fathers spend in meaningful conversation with their children is 7 minutes per day. It is not much better for mothers at 11 minutes per day. If you spend more time than that with your children, take your dominant hand, reach across your body, and pat yourself on the back.

When you consider where that conversation used to take place, you will no doubt recall the dinner table. Many families do not eat dinner together anymore. Even when they are sitting together for a meal, that does not mean they are actually talking. My husband, Tyrone, and I were eating dinner in a restaurant in Atlanta. I was observing a family of four sitting close by—a mother, father, and two teenage sons. In more than an hour, they never said one word to one another. One of the sons had earbuds in his ears and was listening to music on his iPod. The second son could not eat for texting on his iPhone. The father was reading *USA Today*, and the mother was staring into space. I turned to Ty and commented on how the parents had just missed an hour-long opportunity to engage in meaningful conversation with their teenage sons. People wonder why so many teenagers are on the Internet forming relationships with strangers. There is no substitute for the strong relationships created when families spend quality time together.

Lack of Play

Stop right now, and visualize when you were little. If you are in my age range or perhaps a bit younger, you will no doubt remember playing outdoors in the neighborhood with your friends. In the imagination you were developing, you were someone other than yourself! Your friends were also other people. The tree was your house, and you managed to find things in your environment that you could turn into other things. Little did you realize that this play helped your brain become creative. It also helped you to develop the social skills necessary to be able to share your toys and decide what you and your friends would do next.

Now, the majority of play is technological. While there can be benefits to this type of recreation, there are also some drawbacks. Why do children

have to be creative and imaginative when many of the toys they play with provide visuals, in vivid, living color, no less? Oftentimes, children are playing beside one another as they activate their joysticks rather than with one another.

A few months ago, I witnessed this scenario. A 4-year-old in the creative play center of his preschool was supposed to be building a structure out of some large, flat building blocks. Rather than using the blocks to form a structure, he took one of the blocks, put it to his ear and pretended to be talking on what now had become his cell phone. I am sure he was imitating what he had seen the adults in his home do many times. When redirected to build something from the blocks, he related that he didn't know how.

Nutritional Deficits, Sedentary Lifestyle, and Lack of Sleep

This generation of children may be the first generation in 200 years whose life expectancy may be shorter than that of their parents (Colbert, 2009). Why? One of the reasons may be the inability of parents to feed their children foods that are healthy for their brains and bodies. As the Sonic and MacDonald's generation, many students have developed unhealthy eating habits.

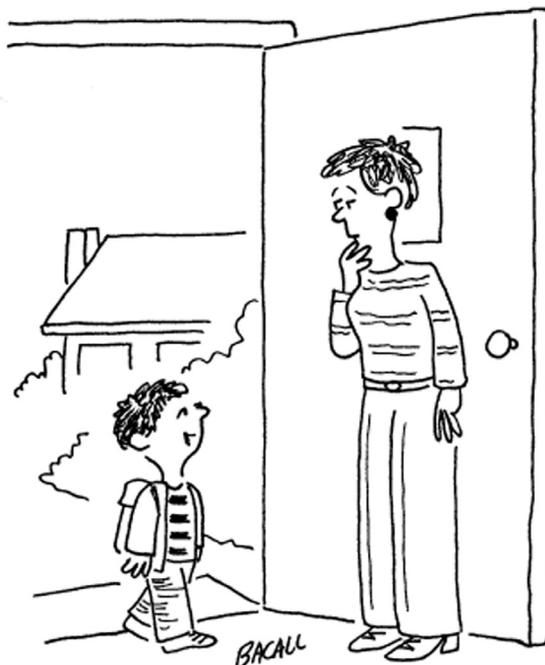
There have always been people who were not healthy eaters. The major difference between then and now, however, is the fact that people in the past were working unhealthy foods off through manual labor jobs. The second reason for the shortened life expectancy is lack of movement. Children today have developed sedentary lifestyles as they sit in front of television, computers, video games, and so forth. This is one of the reasons that the Play60 initiative of the National Football League emphasizes eating healthy and 60 minutes of physical activity for each child daily.

Sleep is also crucial for healthy brain and body development. Many students come to class tired because they simply did not get enough sleep the previous night. Sleep serves three purposes. First, when a person is sleeping, the body is healing itself. For this reason, people with traumatic injuries are placed in induced comas so that they can sleep for long periods of time while the body repairs itself. Second, much of what a student learns during the day is processed at night when the brain is less active. If students do not get enough sleep, they can lose a lot of what is being taught during the day. Adults would do well to get 7 to 9 hours of sleep per night. Teenagers need more sleep than adults, so parents should be encouraged to put their children to bed in a timely fashion. Third, there appears to be a positive correlation between adequate sleep and weight loss. When the body is in a state of rest, hormones stand a better chance of being balanced. When hormones are balanced, it becomes much easier to lose weight.

Rapidly Changing Stimuli

Do you become impatient if your computer does not do what you need it to do the minute you push a designated key? Most people's patience for

electronics, and everything else, is incredibly short. Thanks to advances in modern technology, we are used to things happening faster and faster—so much so that we don't feel the need to wait. I am as guilty as anyone. I can remember when I used to buy Jiffy Pop popcorn and wait 15 or more minutes to enjoy a delicious bowl of freshly popped corn. I would even have to shake the pan to keep it from burning. Now, I have a difficult time standing at the microwave waiting 2 to 3 minutes for my popcorn. We want what we want, and we want it now!



“I raised my hand and asked if I could leave the room, and here I am.”

SOURCE: Copyright 2007, Aaron Bacall, *The Lighter Side of Classroom Management*, Thousand Oaks, CA: Corwin. May not be reproduced without permission in writing from the artist, Aaron Bacall.

Don't be surprised if your students appear restless or inattentive if your lecture goes on for far too long. Research relates that the average attention span of the brain is approximately equal to the age of the student. This would make the attention span of a 7-year-old 7 minutes, a 12-year-old 12 minutes, and a 16-year-old 16 minutes. Here is some more bad news! The attention span of an 80-year-old is not 80 minutes. The average attention span of the adult brain is approximately 20 minutes and getting shorter every day.

Increased Violence and Negativity in the Media

If it bleeds, it leads! Journalists and television producers know that the highest ratings are often derived from the most horrific news stories. As a result, the more positive fare is relegated to the back pages of the paper or not

mentioned at all. When I was a child, the most violent shows were shown late at night. But, of course, violence in the 1950s and 1960s was getting shot on *Bonanza*. By the way, have you ever noticed that no matter where you were shot on *Bonanza*, at the end of the show, your arm was in a sling?

Now, at any time of the day or night, television is filled with shows that should not be seen by children. In fact, the American Academy of Pediatrics recommends that children under the age of 2 not watch television at all. After 2, parents should carefully select what shows the child will view. Many parents today, however, use television as a babysitter. Children are watching whatever they want to watch whenever they want to watch it.

While violence and profanity in music does not appear to negatively impact most normal brains (Feinstein, 2009), violence and negativity in music with visual components do. As children view more and more violence, the brain becomes immune to the shock value, and creators of videos know that they have to keep increasing the levels of violence to get the same response.

Increased Drug and Alcohol Use

When I am talking to high school students, I love to show them two distinct visuals—one of a normal, healthy brain and one of a brain after years of marijuana use. The latter brain looks misshapen and atrophied. Illegal drugs have always been with us. That is not news. What is news, however, is the number of people who are now abusing prescription drugs. In a recent article in *People* magazine, it is stated that deaths from prescription drugs now exceed the number of people killed in car crashes annually.

Drugs, whether prescription or not, alcohol, and nicotine from the cigarettes that many teenagers smoke are all potentially toxic for the body (Markowitz & Jensen, 2007). Contrary to popular belief, alcohol is a drug. Studies have shown that the brains of people who are heavy drinkers tend to weigh less, and the frontal lobes of their brains contain smaller and fewer memory cells, or neurons, than do those of nondrinkers (Markowitz & Jensen, 2007).

GOOD NEWS: PROACTIVE PLANNING ←

I try not to bring people bad news without also bringing them good news! The good news is that, even in the 21st century, with all the societal challenges that students have to face, there are exceptional classroom managers. The research tells us that effective managers do not necessarily possess this magic bag of tricks that other teachers do not. Instead, they have planned for their students in ways that keep classroom management problems from happening in the first place. In other words, they are proactive and not reactive.

Let's consider this real-world analogy to distinguish between the concepts of reactive and proactive planning. A highway runs right through the

middle of a small town in Mexico. Unbeknownst to drivers, at the end of the highway, there is a drop-off that extends over a cliff. There are no signs that the cliff is coming up; therefore, before drivers can even put on their brakes, the cars fall off the cliff and end up in the valley below. The town council gets together to find a solution to the problem and decides to place an ambulance at the base of the cliff so that, when cars fall over, the driver and passengers can be rushed to the hospital in the shortest amount of time possible. This solution did not work! By the time some cars ended up in the valley below, an ambulance was unnecessary because the occupants of the car were already deceased. The town council reconvenes and makes a different decision. They decide to put up detour signs all along the highway to warn drivers about the cliff and detour them around the danger. Then, no car gets to the edge of the cliff in the first place.

This story is unbelievable, yet it is a metaphor for the difference between a reactive and a proactive classroom manager. Reactive or ineffective classroom managers wait until students get to the edge of the cliff or problems occur and then decide how they will deal with the situation. These teachers dole out disciplinary consequences depending on their mood or their feelings for a particular student, usually with a great deal of screaming, shouting, or other negative emotions. They appear annoyed, frustrated, and often engage students in power struggles, which teachers are always destined to lose. In many cases, the ambulance is waiting at the base of the cliff. The teacher puts the student in the ambulance and then sends the ambulance to after-school detention, in-school suspension, the principal's office, or home.

Proactive teachers do not wait until students get near the edge of the cliff because they are putting up detour signs in their classrooms to steer students around the potential danger.

Let us make this concept a little plainer. Have you ever noticed a group of middle or high school students who change classes, and in one teacher's class they are well behaved, but in another teacher's class they are terrors? Could it be that the former teacher has detour signs in place that the second teacher does not? The 20 chapters in this book are organized into five detour signs that every teacher should be putting up to help eliminate behavior problems before they even occur. Those detour signs are as follows:

- Get to know each student.
- Create a physical environment conducive to learning.
- Engage the brains of your students.
- Develop a proactive management plan.
- Deal proactively with challenging behavior.

Get to Know Each Student

Several years ago, I was observing in the classroom of a teacher who consistently experienced a large number of disciplinary offenses. Her students did not like her, and the feeling appeared to be mutual. The book bag of one

of the students she liked was lying in the aisle near the student's desk. She politely asked the student to pick up the book bag and place it in the appropriate location so that she would not trip over it. The student complied. Several weeks later, I was once again observing the same teacher when a similar incident occurred. However, this particular book bag belonged to a student who happened to be one of her pet peeves. The reaction this time was totally different. She kicked the book bag while screaming at the student to get it out of her way. She even accused him of trying to trip her. The student shrugged his shoulders and reluctantly moved the bag while mumbling some indiscernible words under his breath. This student and teacher are destined for some future power struggles.

Chapters 1 through 3 will deal specifically with ways that teachers and students can develop relationships with one another. Without those relationships, the rest of the book is null and void. These chapters explain how to maintain high expectations for all students and understand the underlying causes behind why some students behave as they do.

Create a Physical Environment Conducive to Learning

Many behavior problems can be alleviated by the way a teacher sets up the physical environment in the classroom. Chapter 4 is devoted to creating a brain-compatible classroom that encourages the calming effect of natural or low light and discourages the use of fluorescent lighting, which can have detrimental effects on the health and well-being of both brain and body.

Teachers can actually change the state of the students' brains with the type of music they play. Chapter 5 will introduce the reader to the types of music that calm the brain down and place it in a state for learning. The number of beats in this music averages 50 to 70 per minute, which is the same as the heart. At other times, before students become lethargic, they need the uplifting, energetic tunes of a faster pace of music. Change their mood as you change the music!

Chapter 6 deals with the use of certain colors that can be used to calm or ignite creativity in the brains of students and even mentions *Irlen syndrome*, which is a condition that some people have that inhibits them from reading black print on white paper.

Aromatherapy is big business due to the impacts that specific smells can have on the brain. Although Chapter 7 will touch on this topic, teachers must be careful of the ill effects of certain aromas on those students who have allergies. Teachers may want to save the tips in this chapter for their homes, where they can best relieve the stresses of the school day.

Providing alternative seating such as tables and chairs, sofas, beanbag chairs, rockers, or carpet on the floor enables students to explore other options for seating rather than the most uncomfortable piece of furniture on the face of the earth—the student desk, which they are required to occupy for the majority of the day. Chapter 8 will provide additional research on ways to make the classroom feel more like home.

Engage the Brains of Your Students

Many instances of inappropriate behavior can be linked to students who are bored by the content or feel unable to accomplish the assigned tasks. They cover their boredom and inadequacy with misbehavior. A teacher's best line of defense against behavior problems is that teacher's ability to actively engage students in meaningful and relevant lessons. In five best-sellers of the *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* series, I have identified 20 brain-compatible strategies that take advantage of the way the brain learns best.

Learning style theorists (Dewey, 1934; Gardner, 1983; Marzano, 2007; Sternberg & Grigorenko, 2000) and educational consultants (Jensen, 2008, 2009; Sousa, 2006, 2009; Willis, 2006, 2007) who research the brain agree that there are some instructional strategies that, by their very nature, take advantage of ways in which brains learn best. They should be used in every classroom, regardless of the content or the grade level, because they simply work for all brains—regular-education brains, special-education brains, gifted brains, English-as-a-second-language (ESL) brains, attention-deficit brains, and autistic brains. These strategies not only enable teachers to address both hemispheres of the brain, but they increase academic achievement for all students, they decrease behavior problems, and they make teaching and learning so much fun! Chapters 9 through 13 provide research regarding the use of the strategies for effective student engagement.

The 20 strategies are as follows:

1. Brainstorming and discussion
2. Drawing and artwork
3. Field trips
4. Games
5. Graphic organizers, semantic maps, and word webs
6. Humor
7. Manipulatives, experiments, labs, and models
8. Metaphors, analogies, and similes
9. Mnemonic devices
10. Movement
11. Music, rhythm, rhyme, and rap
12. Project-based and problem-based instruction
13. Reciprocal teaching and cooperative learning
14. Role plays, drama, pantomimes, and charades
15. Storytelling

16. Technology
17. Visualization and guided imagery
18. Visuals
19. Work study and apprenticeships
20. Writing and journals

Refer to the Comparison of Brain-Compatible Instructional Strategies to Learning Theory chart (Table 9.1) in Chapter 9 for a correlation of the 20 brain-compatible strategies to Howard Gardner's Theory of Multiple Intelligences and to the four major modalities—(1) visual, (2) auditory, (3) kinesthetic, and (4) tactile.

Develop a Proactive Management Plan

When I began teaching more than 40 years ago, my classroom management plan consisted of many rules, harsh consequences, and few rewards. Even today, some teachers are searching for the most severe consequences in an effort to squelch the inappropriate behaviors they are seeing daily in their classrooms. Here is the problem. The students who are the most challenging are often the ones who have had every consequence in the book thrown at them, and it has simply made little difference. If consequences are so effective, why do such a large percentage of convicted criminals reoffend within 3 years of their initial release from prison?

It appears to be the positive experiences between teacher and student that correlate to sustained improvements in student behavior. These experiences include a teaching of those rituals and procedures essential for effective functioning, celebrations for improved student performance, low-profile interventions when students are off task, and finally, appropriate consequences for more high-profile misbehavior. Chapters 14 through 18 are devoted to these topics.

Deal Proactively With Challenging Behavior

No matter how proactive a teacher is, there may be some chronic behavior problems for which one cannot prepare. Being proactive, in this case, means becoming informed about the brains of students who may learn or behave very differently from the norm and soliciting assistance from others when that help is warranted. Chapters 19 and 20 provide an overview of chronic behavior challenges such as attention deficit hyperactivity disorder (ADHD), conduct disorder, learned helplessness, oppositional defiant disorder (ODD), acute stress disorder, and depression.

Students who possess these different ways of behaving can be the greatest challenges for even the best teacher. However, the more a teacher understands the unique brains of these students, the more equipped the teacher is to formulate an arsenal of possible solutions to the puzzles these students provide.

The final chapter stresses the importance of maintaining a positive relationship with the parents of all of your students but especially the most challenging ones. A parent is a child's first and best teacher and can provide major insights into the causes and solutions of his or her child's behavior.

➡ OVERVIEW OF THE BOOK

This book is the second edition of the original text, *Shouting Won't Grow Dendrites*, and a part of the multiple content area series regarding brain-compatible instruction. The additional books in the series are as follows:

- *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain*, 2nd ed. (2010)
- *Reading and Language Arts Worksheets Don't Grow Dendrites: 20 Literacy Strategies That Engage the Brain*, 2nd ed. (2014)
- *Mathematics Worksheets Don't Grow Dendrites: 20 Numeracy Strategies That Engage the Brain, PreK–8* (2009)
- *Science Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* (2011)
- *Social Studies Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* (2012)

This book attempts to accomplish the following four major objectives:

1. Provide five *detour signs* that proactive teachers can use to direct students around the dangers of misbehavior
2. Review more than 200 pieces of updated research regarding why these practices are essential for managing a classroom where excellence abounds
3. Supply more than 200 classroom examples for implementing proactive management practices that effective teachers use
4. Provide time and space at the end of each chapter for the reader to reflect on the application of these practices as they apply them to their own personal classrooms

➡ SUMMARY

When teachers are reactive, rather than proactive, behavior problems may truly upset them because they have not anticipated the problems and are not equipped with possible solutions. This stress or frustration may result in increased use of sarcasm, random punishments, and even shouting or yelling. But *Shouting Won't Grow Dendrites*. In fact, consider this simile. It has been said that shouting to manage students is like blowing the horn to steer a car. After all, excessive blowing of horns escalates road rage just like excessive shouting at students escalates power

struggles. In my observations, teachers who yell at students can have students who yell back, causing the teacher to yell even louder and the vicious cycle to continue.

Proactive classroom managers steer students around possible danger with the five detour signs delineated in this book. They develop relationships with all students; they arrange their classroom to create a calming state for learning; they engage the brains of all students with relevant, interactive lessons; they put in place a proactive management plan that provides structure for each day; and they get assistance with the most challenging students.

One band director in Alexandria, Louisiana, summed it up quite nicely. He related to me over lunch that there are three adjectives that describe his success in managing the band. He told me, "*I am the three Fs. I am firm, fair, and friendly.*" I have added three more *Fs* to his. Proactive classroom managers are also *fun, flexible, and forgiving!*