

GED 501

Dr. Jeff Sapp

Flashcard Activity

- If you weren't here last week, move to the back of the room and observe.
- Jeff matches up the teams of 2.
- Each team of 2 chooses another team of 2 to be your partners.
- Find a comfortable place in the room and get situated.
- Make sure someone on your team of 4 has a watch with second hands.



Flashcard Activity

- Decide who is Team A and who is Team B.
- Team A goes first.
- Must get the definition verbatim to move forward.
- Team B times.
- Switch.

Flashcard Activity

And the winners are...



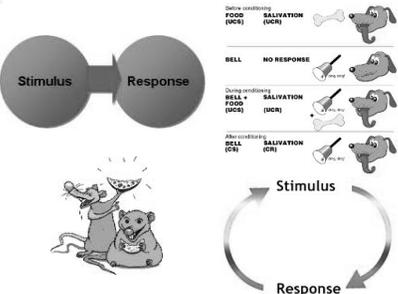
GED 501 Flashcard Winner!
has earned this certificate for
1 free assignment (portfolio not included)

Thank you!

Keep up the great work!

Dr. Jeff Sapp
California State University Dominguez Hills

Behaviorism



The diagram illustrates the Stimulus-Response model and classical conditioning. On the left, a box labeled 'Stimulus' has an arrow pointing to a box labeled 'Response'. Below this, a cartoon shows a dog salivating at a bowl of food. To the right, a table shows four examples of classical conditioning:

Before conditioning	FOOD	SALIVATION	(UCR)	
	BELL	NO RESPONSE		
During conditioning	BELL + FOOD	SALIVATION	(UCR)	
After conditioning	BELL	SALIVATION	(CR)	

Below the table, a circular diagram shows 'Stimulus' at the top and 'Response' at the bottom, with arrows forming a clockwise loop.

Flashcard Activity Debrief

On a scale of 1 (not pissed) and 10 (VERY pissed)...where would you rate this activity?

1 2 3 4 5 6 7 8 9 10



Flashcard Activity Debrief

Rate your STRESS level: 1 = low
10 = high

1 2 3 4 5 6 7 8 9 10



Flashcard Activity Debrief

How did you memorize the flashcards? What strategies did you use?

Flashcard Activity Debrief

In groups of 2 or 3, list ways in which you make students do similar activities that are comparable to this flashcard activity.

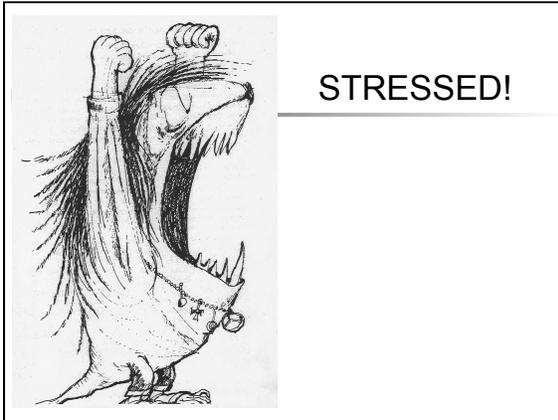
STRESS



The Human Family

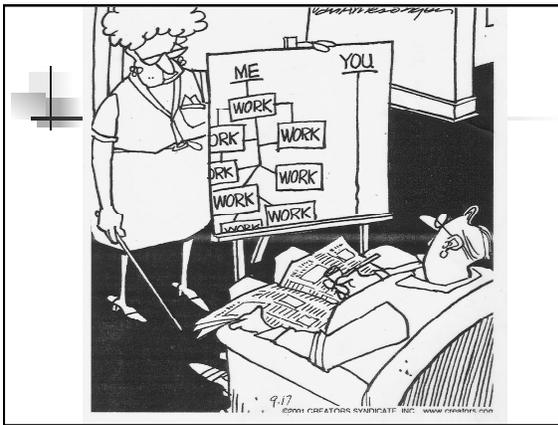
~Thomas Merton~

“There is a pervasive form of contemporary violence to which the idealist...most easily succumbs: activism and over-work...To allow oneself to be carried away by a multitude of conflicting concerns, to surrender to too many demands to succumb to violence. The frenzy of the activist neutralizes his work for peace. It destroys the fruitfulness of his own work, because it kills the root of inner wisdom which makes work fruitful.”



Before we look at the impact of stress on our lives and work, let's take a moment to identify our 3 main stressors:

- 1.
- 2.
- 3.



Major Premise

- "Can people who live unbalanced lives teach balanced living?"

A simple black silhouette of a pair of scales of justice, with two pans hanging from a central beam.

Seymour Sarason has written extensively about the creation of settings. He believes that organizations that are in the helping profession make one serious mistake: we have a tendency to be so focused on others that we don't care for ourselves and each other.

In brain-based learning "stress" would fall into one of the 5 major areas - that of "environment."

1. Instructional Strategies
2. The Environment
 - * Principles include (a) providing a secure, safe environment with an absence of threat; (b) use of collaborative, trusting relationships; (c) make it physically comfortable; (d) rich, real-life and multi-sensory; (e) greater time flexibility
3. Curriculum
4. Assessment
5. Organizational Structures

3 Kinds of Stress

- **STRESS (Acceptable)**
Occasional, intermittent or persistent but usually controllable discordant events.
- **DISTRESS (Unacceptable)**
Multiple stresses or lasting and usually uncontrollable discordant events.
- **THREAT (Unacceptable)**
Usually out of control, edgy, draining, intense events which compromise life, safety or values.

A “threat-free” environment doesn’t mean that threats are free!

Feelings & Emotions in the Learning Context

Too Intense or Excessive

Rage, Aggression, Violence, Abuse, Insult, Hostility, Sarcasm, Humiliation, Embarrassment, Fear, Threat, High Stress, Hunger

Healthy & Appropriate

Frustration, Worry, Concern, Anxiety, Tension, Satisfaction, Low-Moderate Stress, Excitement, Joy, Bliss, Optimism, Hope, Love, Disappointment, Discouragement, Rejection, Sadness, Grief

When They’re Lacking

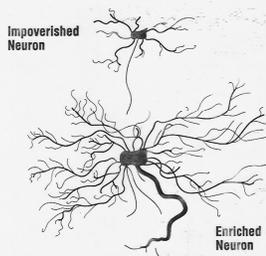
Apathy, Disconnection, Inertia, Hopelessness, Resignation, Deep Despair, Suicide

- Do you anticipate coming to work?
- Do you feel secure here? Emotionally? Professionally?
- Do you get to use your Gifts in such a way as to validate and increase your self-confidence?
- Do you leave here and feel a sense of satisfaction as you drive home?

OR

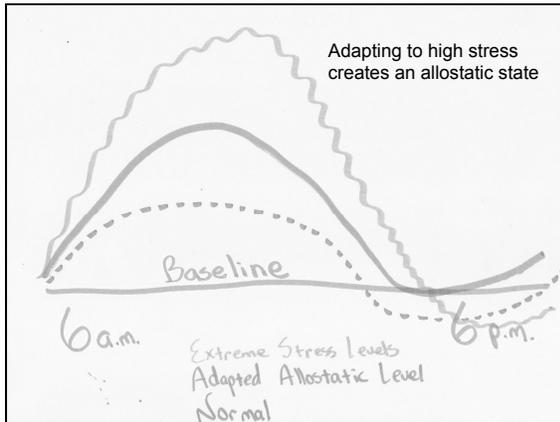
- Do you come to work in a state of anxiety, worry, or fear?

Enrichment Changes the Structure of the Brain



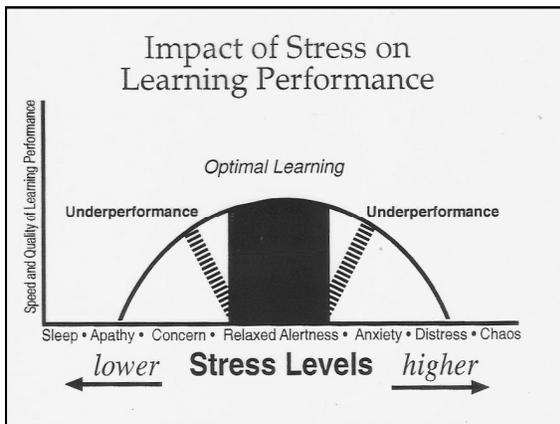
I started teaching 32 years ago as an algebra teacher...

> greater than
< less than



The Impact of Threat

- **On Behavior**
 - Extremes of aggression, withdrawal, diminished problem-solving, highly selective memory, increased rote behavior, impaired creativity
- **On Brain/Body**
 - Greater likelihood of learning disorders, chemical residue up to 48 hours, weaker immune system



Things we can do to reduce stress

- **Down-Time or Settling-Time**
 - “All the ways that human societies try to change minds and to change how we humans truly interact with the environment are doomed to fail...societies fail when they preach at their populations...They tend to succeed when they allow each individual to discover.”
 - ~Michael Gazzaniga, Director of the Center For Neurobiology~

Things we can do to reduce stress

- **Ritual**

Things we can do to reduce stress

- **Affirmations**
 - All spiritualities talk about the power of the spoken word...

Things we can do to reduce stress

- Share

“Education typically divorces the self from knowing and, in doing so, creates a power struggle where people only have two choices: be a person who forces their distortions on others or be a person who has succumbed to others’ distortions of themselves.”
~John Dewey~

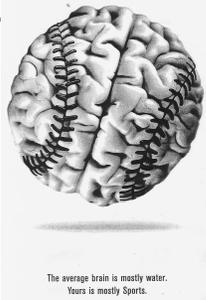
Things we can do to reduce stress

- Share

“When teachers bring narratives of their experiences into classroom discussions it eliminates the possibility that we can function as all-knowing, silent interrogators. It is often productive if teachers take the first risk, linking confessional narratives to academic discussions so as to show how experience can illuminate and enhance our understanding of academic matter.”
~bell hooks~

Things we can do to reduce stress

- Exercise



The average brain is mostly water.
Yours is mostly Sports.

Things we can do to reduce stress

- Diet

Healthy brains make healthy choices!

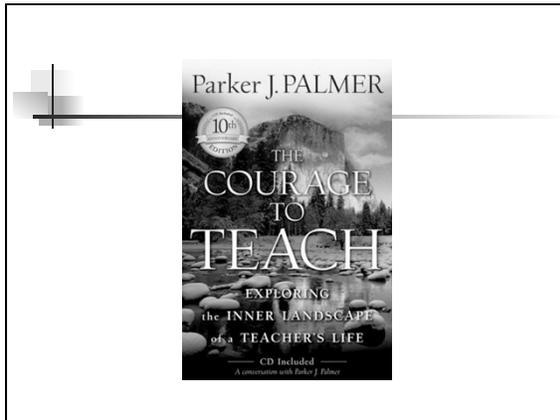
Things we can do to reduce stress

- The Spiritual Life

Stressed is desserts spelled backwards!

Make a small commitment to yourself...

- What are 3 simple things you can do to make your life less stressful?
 - 1.
 - 2.
 - 3.



Parker J. Palmer

- “If we want to grow as teachers, we must learn to talk to each other about our inner lives, our own identity and integrity. Identity lies in the intersection of the diverse forces that make up a life, while integrity lies in relating to those forces in ways that bring us wholeness and life. Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”

GLP Share

- What am I Grateful for?
- What am I Learning?
- What is a Promise I can make to myself?

And now about those learning style inventories...

Learning Style Inventory #1

Are you:

- Auditory?
- Visual?
- Tactile?

Learning Style Inventory #1

- **AUDITORY** - Tape lectures to help you fill in the gaps in your notes. Listen and take notes, reviewing frequently. Sit where you can hear well. After you read, summarize and recite it aloud.
- **VISUAL** - Use charts, maps, filmstrips, notes & flashcards. Practice visualizing words/concepts. Write out everything for quick visual review.
- **TACTILE** - Trace words as you say them. Facts can be written several times. Take and keep lecture notes. Make study sheets.

Learning Style Inventory #2

Are you:

- Active or Reflective?
- Sensing or Intuitive?
- Visual or Verbal?
- Sequential or Global

Learning Style Inventory #2

Results for: Jeff Sapp												
ACT			X									REF
	11	9	7	5	3	1	1	3	5	7	9	11
						<--	-->					
SEN									X			INT
	11	9	7	5	3	1	1	3	5	7	9	11
						<--	-->					
VIS	X											VRB
	11	9	7	5	3	1	1	3	5	7	9	11
						<--	-->					
SEQ							X					GLO
	11	9	7	5	3	1	1	3	5	7	9	11
						<--	-->					

How can I reach all learners?

- ACTIVE or REFLECTIVE?
 - Active learners tend to retain and understand information best by doing something active with it like discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
 - “Let’ s try it out and see how it works” is an active learner’ s phrase; “Let’ s think it through first” is the reflective learner’ s response.
 - Active learners tend to like group work more than reflective learners, who prefer working alone.

How can I reach all learners?

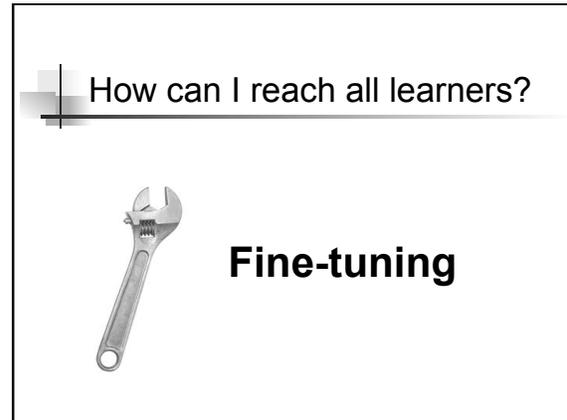
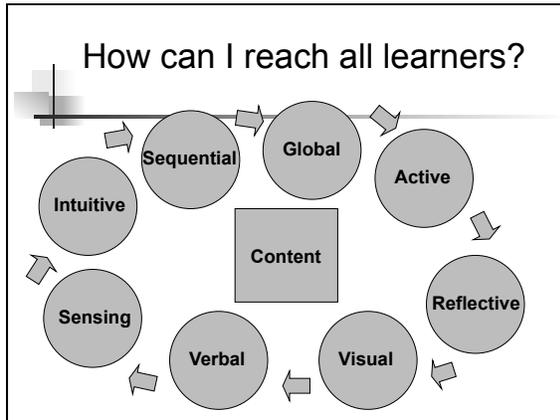
- SENSING or INTUITIVE?
 - Sensing learners tend to like learning facts, intuitive learners prefer discovering relationships. Sensors like solving problems by well-established methods and dislike complications & surprises; intuitors like innovation & dislike repetition. Sensors are patient with details & good at memorizing facts & doing hands-on activities; intuitors are better at grasping new concepts and abstractions. Sensors don’ t like content that has no apparent connection to the real world; intuitors don’ t like “kill & drill” courses that involve a lot of memorization.

How can I reach all learners?

- VISUAL or VERBAL?
 - Visual learners remember when they see pictures, diagrams, flow charts, time lines, films and demonstrations. Verbal learners get more out of words whether they are written or spoken explanations.
 - Everyone learns more when information is presented **both** visually and verbally.

How can I reach all learners?

- SEQUENTIAL or GLOBAL?
 - Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”



- Multiple Intelligences**
- Interpersonal (4.86)
 - Intrapersonal (4.71)
 - Musical (4.14)
 - Linguistic (3.86)
 - Kinesthetic (3.29)
 - Naturalist (3.29)
 - Spatial (3.14)
 - Logical/Mathematical (1.71)

- Remember...**
- If students aren't learning the way we teach, then we'd better teach them the way they learn!

- PBIS**
- **Positive Behavioral Interventions and Supports (PBIS) is an approach to help students improve their difficult behavior. It's based on an understanding that teachers don't control students, but instead seek to support them in their own behavior change process.**

- **PBIS acknowledges that there is a reason behind most difficult behavior and that students with difficult behavior should be treated with dignity, respect, and compassion.**

- Positive Behavioral Interventions and Supports is an evidence-based way for schools to improve student behavior and establish a positive school culture - and when discipline improves, grades and test scores improve as well.

- Positive Behavioral Interventions and Supports pulls together research-based classroom management techniques, alternatives to suspension, and behavioral intervention strategies in a comprehensive structure that efficiently addresses student behavior school-wide.

Schools that implement PBIS demonstrate:

- Reduced office referral (and, subsequently, suspension and expulsion rates) by up to 50% per year
- Improved attendance and school engagement
- Reduced dropout rates
- Improved school atmosphere
- Increased instructional time

PBIS is PROACTIVE:

- Rather than waiting to punish negative behavior, PBIS schools teach and model clear expectations for behavior.

PBIS is POSITIVE:

- Teachers and staff acknowledge and encourage good behavior in positive ways, such as praise, special privileges, or small prizes.

PBIS is PREVENTATIVE:

- PBIS schools examine office referral and other discipline data to modify their PBIS program to prevent problem behavior.

- Each student brings a unique personality, background, and behavior pattern to school. Balancing instructional duties while managing a range of student behaviors - especially disruptive behavior - can make teaching difficult. PBIS strategies can help.

PBIS Strategies

- **UNIVERSAL INTERVENTIONS** prevent the development of problem behaviors and apply to all students. Examples include school-wide social skills training curricula and school rule education campaigns.

PBIS Strategies

- **SECONDARY GROUP INTERVENTIONS** address the needs of student who already exhibit difficult behavior that limits their academic and social success. Secondary interventions include behavioral contracts, conflict resolution training, self-management strategies, and check and connect interventions.

PBIS Strategies

- **TERTIARY INTERVENTIONS** are specialized, intensive strategies used to address a student's chronic academic and behavioral difficulties. Using Functional Behavior Assessments in an effort to understand the reason behind a student's difficult behavior, school officials can create a behavior support plan and provide counseling to address specific student needs.

- Meet Melodi Patterson, a CSUDH graduate. She teaches students labeled "ED" - those designated as emotionally or behaviorally disturbed - at Vista School, a middle school, in Culver City. In this video she talks about how she employs PBIS with her students.

Look for:

- What does Melodi suggest that teachers be mindful of in regards to their students?
- How does she discern what items and experiences can be used as part of her use of Positive Behavioral Interventions and Supports?



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Learn more at www.pbis.org