



# WHY? BECAUSE THEIR BRAINS ARE BROKEN

The Adolescent Brain,  
Technology,  
Management and  
Implications for Teaching

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# MANAGING THEM WITHOUT BREAKING YOUR BRAIN!

## ▶ *Characteristics of Effective Management:*

- ▶ High level of student involvement with the work.
- ▶ Clear student expectations.
- ▶ Relatively little, wasted time, confusion or disruption.
- ▶ Work-oriented but relaxed and pleasant atmosphere.

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## ▶ *High level of student involvement with the work:*

- ▶ Effective: Students are working.
- ▶ Ineffective: Teacher is working.

## ▶ *Clear Student Expectations:*

- ▶ Effective: Students know that assignments are based on learning expectations and tests are based on learning expectations.
- ▶ Ineffective: Get a piece of the equipment and play the game or get a pencil and copy down the notes.

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▶ *Relatively little wasted time,  
confusion or disruption:*

- ▶ Effective: Discipline plan, Start class immediately, Assignments/Agenda posted.
- ▶ Ineffective: Makes rules and punishments according to mood, takes roll and dallies, students ask “What am I supposed to do?” Repeatedly!

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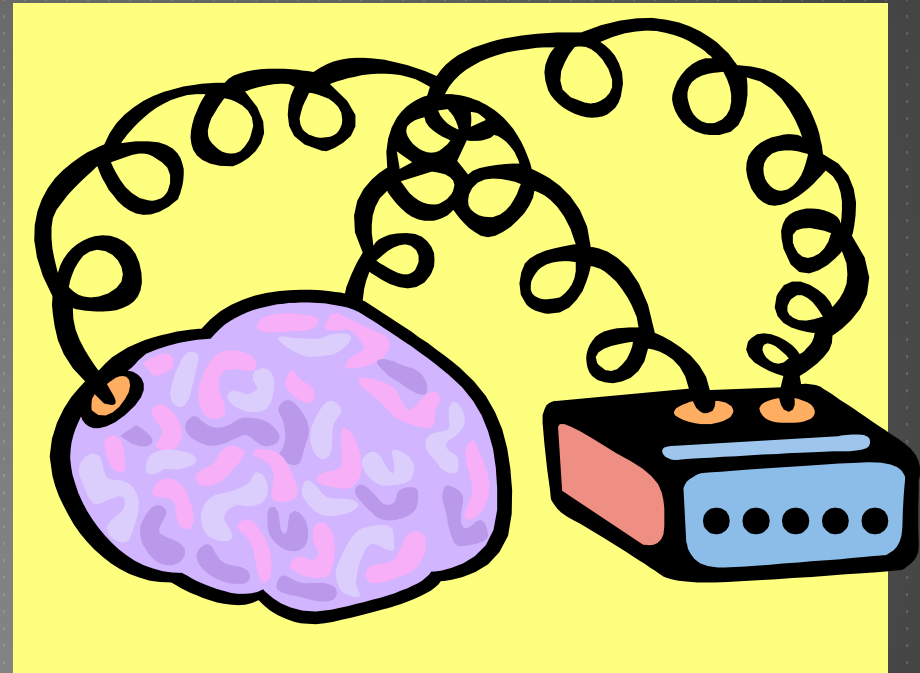
## ▶ *Work-oriented but relaxed climate:*

- ▶ Effective: Time in practicing procedures until they become routines, has signal to bring the class to attention, knows how to praise and encourage the student.
- ▶ Ineffective: Tells but does not rehearse procedures, yells and flicks the light switch or counts, generalized praise or none at all.

# WHY? THEIR BRAINS ARE BROKEN

*And The Saga Continues.....*

► Rewind and  
Replay



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## ▶ *Step # 1: Proximity Control:*

- ▶ *Position yourself near the off task student in the context of teaching.*

## ▶ *Step # 2: Non-Verbal Prompt:*

- ▶ *Provide a non-verbal reminder to the off-task student in the context of teaching.*

## ▶ *Step # 3: Verbal Prompt:*

- ▶ *Can you do this or do I need to arrange you an alternative, I'll be able to tell.*

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## ▶ **Step # 4: Removal to Safe-Seat:**

- ▶ *Student completes think sheet and follows safe-seat guidelines.*
- ▶ *May return to activity when completed.*
- ▶ *Followed by a phone call home.*

## ▶ **Step # 5: Removal to Safe Seat:**

- ▶ *Student completes think sheet and follows safe-seat guidelines.  
May not return to the class for the remainder of the day.*
- ▶ *Phone call home.*



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## ▶ **Step # 6: Removal to Buddy Room:**

- ▶ *Student is removed to an alternative classroom or gymnasium and completes think sheet. May not return to class.*
- ▶ *Phone call home.*

## ▶ **Step # 7: Referral to the Office:**

- ▶ *Referral includes think sheets from previous consequences and log of phone conversation with parents.*

## ▶ **Step # 8: Student begins in Safe-Seat:**

- ▶ *Completes think sheet of expected behavior before they are allowed to return to class participation.*

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***Behavioral Management  
Plan Samples***