

# **Interactive Notes**

## The Power of YOU...

### **Cultivating a Positive Climate Through Teacher Response**

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Angela Magers  
angela@magersconsulting.com  
972-978-5723

## Mindfulness: Breath, Pause, Reflect

How did that moment of stillness affect your body or mindset?

What emotions were you carrying in with you today—and how did they shift?

What message does your energy send to your students?

"Be a \_\_\_\_\_, not a thermometer." – MLK Jr.

What does that mean?

Sources of Stress (Child Behaviors)	My Immediate Reaction (Feelings, Thoughts)	My Physical Response (Body Sensations)	What I Usually Do	What I Want to Do Instead

Triggers = Risk Factors vs. Protective Factors

What are some risk factors?

What are some protective factors?

Video: Planning Ahead for your responses. Notes \_\_\_\_\_

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### The Power of YOU

Your \_\_\_\_\_ response can either protect or escalate a moment.

Intentional responses build \_\_\_\_\_, more \_\_\_\_\_ classrooms.

### Behavior & Discipline start with YOU!

STOP! Get out the mirror

Reflect.....

What are you doing or NOT doing to create the situation?

- Your reaction (mood, tone, physical response, etc.)
- Routine/Structure
- Environment
- Expectations

Video: Stop & Reflect, What are you good at? Notes \_\_\_\_\_

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## Managing our feelings

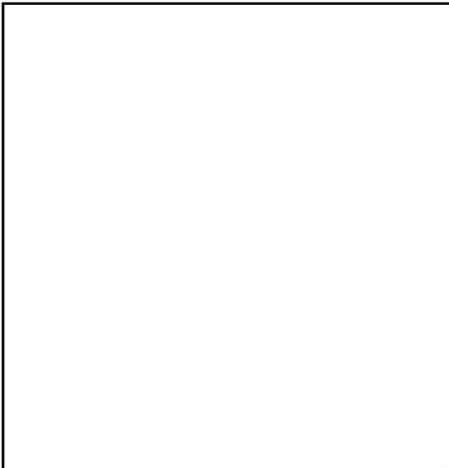
### Understanding and Recognizing Your Feelings:

- Identify and \_\_\_\_\_ your emotions: Pay attention to your body and mind for physical and emotional cues.
- Practice mindfulness: Be \_\_\_\_\_ in the moment and observe your feelings without judgment.
- Accept your feelings: Acknowledge that all emotions are valid, even uncomfortable ones.

### Ideas for calming strategies

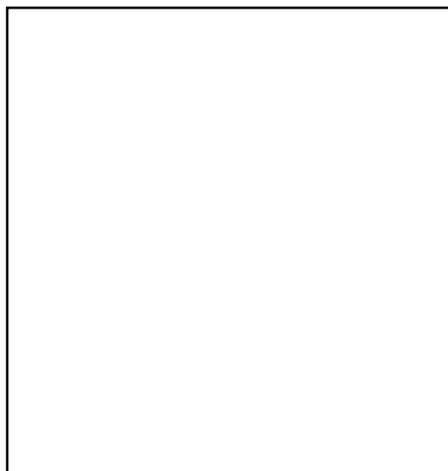
Breathe and Move

(body-based resets)



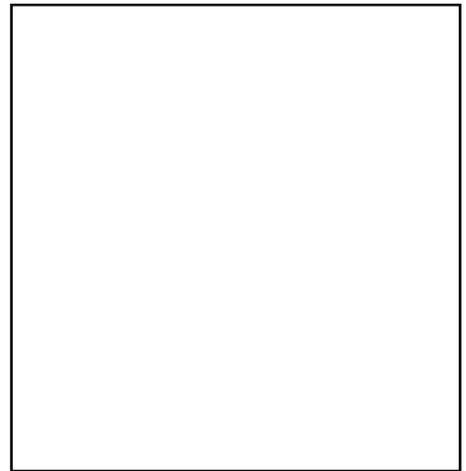
Mind Over Mood

(mental reframes & mantras)



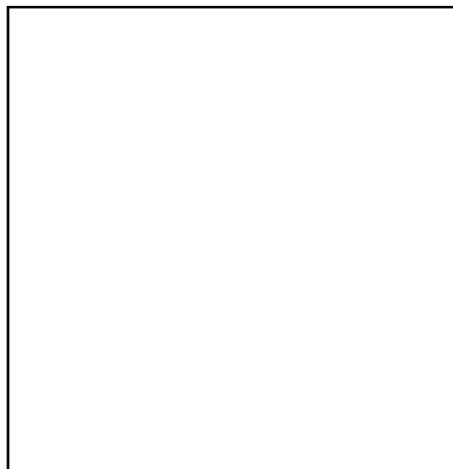
Sense It Out

(grounding using five senses)



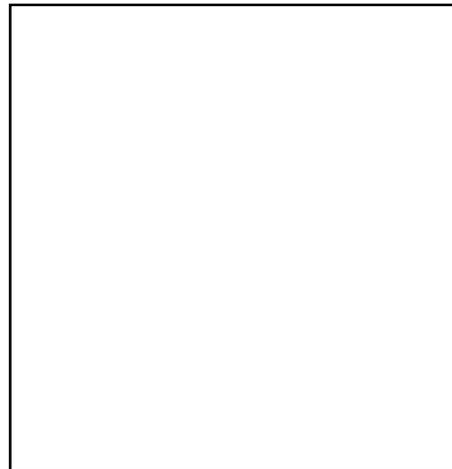
Anchor Your Emotions

(positive memory or emotional tools)



Pause and Plan

(ways to delay/react thoughtfully)





Steps to de-escalate



Breathing Strategies



Breathing Strategies



Calm Down Strategies



Video: Modeling Calm Responses for Children. Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The Dance

As teachers, we:

Provide too many verbal \_\_\_\_\_

No \_\_\_\_\_ provided

No questions

Focus on behavior, not the cause

We just want them to \_\_\_\_\_!

Caregiver Behavior

Verbal Steps

Repeat & Remind

Give warning & 2nd chance

Child Behavior

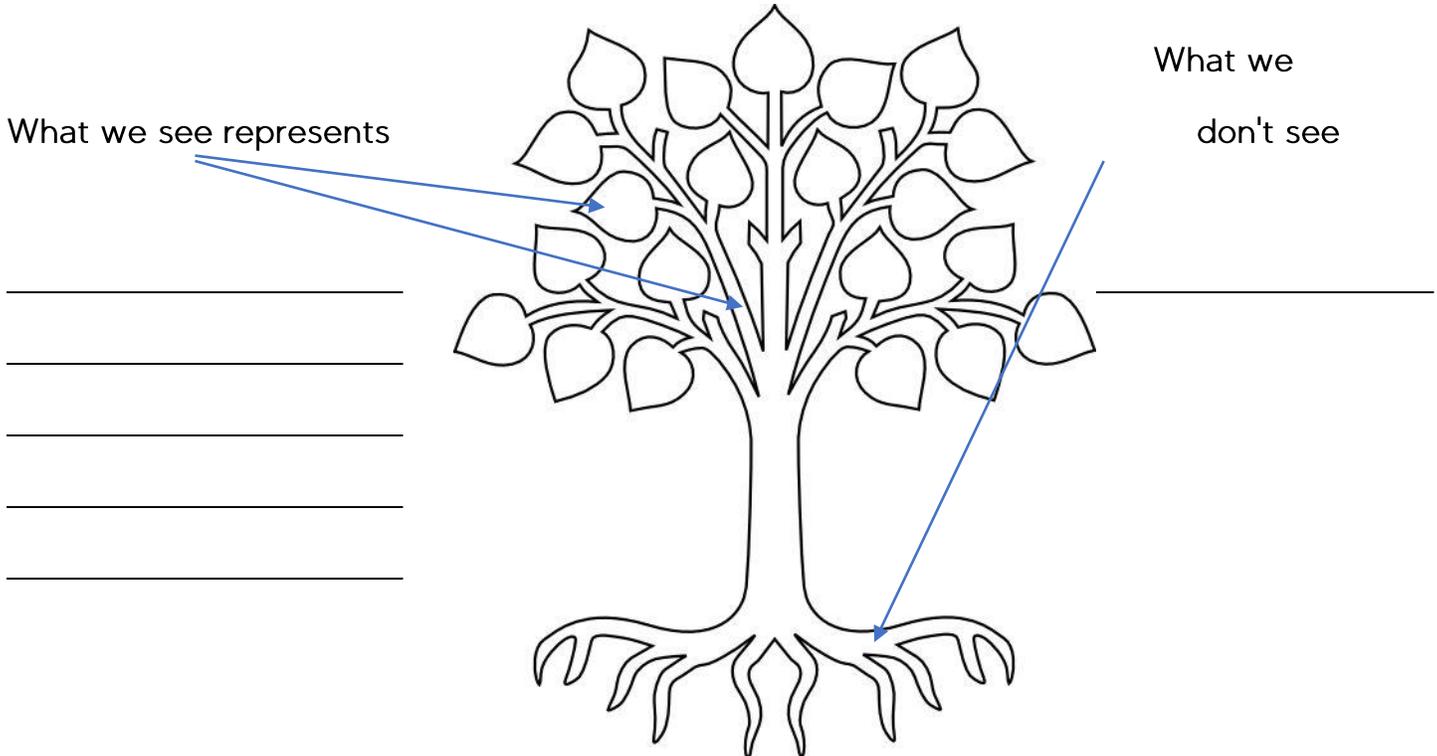
Child behaves inappropriately

Child's behavior continues

Child's behavior continues

Video: The Dance. Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

"A child's behavior is like a \_\_\_\_\_."



If we only focus on the branches, we miss the chance to heal or strengthen the roots that are truly causing the behavior.

Video: Types of Redirecting

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Other changes we can make:

- BUILD A \_\_\_\_\_
- Teaching and modeling  
Examples:
  - How we introduce materials
  - How we walk across the room
  - Level of our voice
- Routine and Schedule
- \_\_\_\_\_
  - Visual Supports
  - Furniture arrangement

Show empathy in your interactions

- Validate students' feelings
- Acknowledge their \_\_\_\_\_, even when you don't agree with them.
- Allow child to step into the shoes of others and explore different perspectives.
- Ask child to consider how others might feel in different situations.
- Help them \_\_\_\_\_ and \_\_\_\_\_ their emotions.
- Encourage students to talk about their feelings and emotions openly.

Consequences

**Natural Consequences**

- Happen on their own without adult involvement.
- Teach through real-world cause and effect.
- No adult action is needed (unless safety is at risk).

**Example:** A child runs too fast → they fall.

Riskier — could be unsafe if not monitored.

Builds natural understanding of cause and effect.

**Logical Consequences**

- Planned and delivered by an adult but directly related to the behavior.
- Teach by connecting the behavior to a meaningful result.
- Adult sets the consequence in a respectful and reasonable way.

**Example:** A child throws blocks → they clean up the blocks and lose the privilege of playing with blocks for a period of time.

Safer — adults maintain safety and guide learning.

Builds responsibility by linking actions and outcomes.

## Provide Choices

1. Keep Choices \_\_\_\_\_ and Clear

2. Ensure All Choices Are Acceptable

- Example: Instead of saying, "Do you want to stop yelling or go to time-out?", offer:  
"Would you like to take a deep breath and sit with me for a minute, or would you like to go to the quiet corner to calm down?"

3. Provide Choices Within Boundaries

4. Acknowledge and Validate the Child's Feelings

5. Use Choices to Encourage \_\_\_\_\_ Behaviors

Video: What could this teacher change? Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Behavior Support Resources



Behavior Intervention  
Strategies  
Tier 1,2,3 and forum



FB Group: Special  
Education Community



Challenging behavior starts with YOU.....Every child is a star waiting to shine bright!