

# Treasure the Silence!

Using Non-Verbal Cues to Manage Behaviors



# Would you like to....

- Be able to deter negative behaviors without speaking a word?
- Be able to change behaviors without stopping your instruction?
- Be able to reinforce positive behaviors quickly and silently?

**If so, you are in the right place!**



# Today's Goals.....



- You will learn how to re-direct negative behaviors without speaking a word.
- You will be learn how to change behaviors without interrupting your instruction.
- You will learn how to reinforce positive behaviors quickly and silently.

# Non-Verbal Cues are Powerful Tools!



- Using non-verbal cues helps motivate those “on task” behaviors and stop “off task” behaviors.
- This allows for more time-on-task which leads to more teaching and learning time.

# Effective non-verbal cues include:

- Teacher gestures
- Body posture
- Facial expressions
- Eye contact
- Proximity



# The Minor Leagues....

Minor behavior issues and distractions can be dealt with effectively without disrupting your instruction. These issues may include:

1. Talking
2. Daydreaming
3. Playing with supplies
4. Distracting others



# You're in the Major Leagues now!



Behaviors that require a more serious behavior intervention would be:

1. Physical fighting
2. Bullying
3. Sexual harassment
4. Destruction of school property

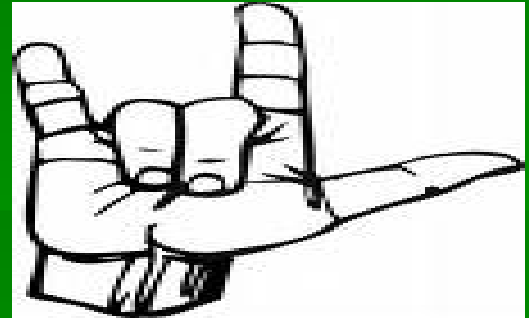
# The Sounds of Silence...



- Sign language is a fun and motivating way to communicate with students in your classroom!
- Signing symbols can be used for things like using the bathroom, getting a drink, being quiet, sitting down, standing up, yes and no, etc.



# Check out these websites for more information!!!



- <http://www.masterstech-home.com/ASLDict.html>
- [www.google.com](http://www.google.com)
  - type in “American Sign Language \_\_\_\_\_” (fill in the blank with the sign that you are looking for: water, sit, stand, bathroom, etc.)

# Establish Eye Contact!

## "The Look"



- Make eye contact with the disruptive student
- Maintain eye contact until the behavior stops

Keep in mind.....

In some cultures direct eye contact with adults is considered disrespectful.

# Physical Proximity "On the Move!"



- Once eye contact has been made, begin walking slowly toward the student
- Stand directly beside or behind the student
- Place a hand on the student's desk or on the back of their chair if standing beside them doesn't end the behavior

# Signals



- Look at the student and shake your head “no”
- Gently tap your fingers on the desk top or the assignment that the student should be working on
- Look at the student and raise your eyebrows
- Use the “palm out” stop signal

# Catch 'Em Being Good!



Students can and should be rewarded for "doing the right thing! To reward individual students you can:

- Give them a smile, a thumbs up, etc.




- A "positive" sticky note



- Sign a "Wall of Fame" or "Character Counts" board with a "special pen" (glitter, metallic)

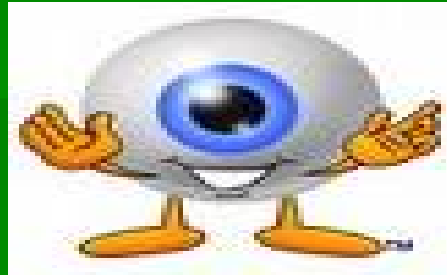
# Large-Scale Rewards

To reward groups of students you can:

- Add tallies to a "team tally" chart
- Add marbles to the class "Marble Jar" 
- Pass out tickets that can be cashed in at a later date



# Please See Me!



## "Please See Me!" notes...

- These can be placed on a student's desk
- Students know that they will need to see you after the activity
- Older elementary students (grades 3-5) will need a place on the card where they can write about "why" they've been given the card and what a better choice would have been

# Today, did you.....



- Learn how to re-direct negative behaviors without speaking a word?
- Understand how to change behaviors without interrupting your instruction?
- Discover how to reinforce positive behaviors quickly and silently?



# Closure

- Look back at the “Share a Problem” note card piles
- Turn to your neighbor and discuss how your new knowledge of non-verbal cues could be applied to the various situations

**Remember.....”treasure the silence”**



Ideas from this presentation have been adapted from:

- The Teacher's Guide to Success by Ellen L. Kronowitz, 2008

- See your Teacher Consultant if you are interested in using this resource!



**New Teacher Presentation  
2008-2009  
"Treasure the Silence!"  
Using Non-Verbal Cues to Manage Behaviors**

**Materials Needed:** note cards, hand-outs, graphic organizer

**1. Creating the Positive Environment (Opener)**

(Power Point slide 1)

- Greetings at the door
- Music playing - "I Will Survive" or "Don't Worry, Be Happy"
- Candy on the table (Treasures chocolates)
- Stress balls available for use before and during the presentation
- Begin with three questions: (Power Point slide 2)
  1. "Be able to deter negative behaviors without speaking a word?"
  2. "Be able to change behaviors without stopping your instruction?"
  3. "Be able to reinforce positive behaviors quickly and silently?"

☺"If so, you are in the right place!"

- "Turn to your neighbor and say, "I'm so glad that you're here today!"
- "Before I begin, with the first activity, I would like establish a ritual that I will use in our meeting today. Whenever I would like you to stop what you are doing and give me your attention, I will ring the bell."

## Icebreaker

- Share a situation that you've (the presenter) encountered where a minor behavior issue arose (student playing with Velcro on their shoes, etc.) and discuss how you were able to handle the situation with a non - verbal cue.
- Share a Problem: After Power Point slide 2, have the participants take a note card from the center of the table. They should write down one behavior situation that they've experienced so far. Ask a volunteer to share their situation. Repeat with a few other volunteers. Collect cards that have already been shared.
- Situations that aren't shared during this "icebreaker activity" can be shared throughout the rest of the presentation. The cards that haven't been shared can be placed face down in the center of the table. Try to re-visit the card piles every 10 minutes or so.
- At the end of the presentation, participants will be re-visiting the note cards to discuss the non-verbal cues that could be used to deter the behaviors.

## Presentation Goals

(Power Point slide 3)

- Share the lesson objectives from the slide.

## Learning Activity #1

- Have the participants fill in the first box of the "Treasure the Silence" graphic organizer. They will be listing all of the non-verbal cues that they've already used in their teaching experiences.

- Let participants share their ideas by adding one of their ideas to a large piece of chart paper that's been titled "Treasure the Silence!"
- After this activity, take a few minutes to re-visit the "Share a Problem" note cards.

### **Learning activity #2 - "Sort the Situation"**

(After Power Point slide 4)

- The participants will remove the sorting cards from the white envelope. The sorting cards contain examples of student behavior that can and do occur in the classroom.
- They should work to sort the situations into two piles - "yes" it could be handled with non-verbal cues or "no" it would need to be handled verbally. Be sure to allow time for whole group discussion of this sort.
- They may work independently or in small groups (depending on the size of the total group).

### **Six Non-Verbals Cues for the Classroom (Content Chunk)**

- **Sign language** (Power Point slides 8, 9)
  1. a fun and motivating way to communicate with students
  2. <http://www.masterstech-home.com/ASLDict.html>
  3. [www.google.com](http://www.google.com)
- **Establish Eye Contact - "The Look"** (Power Point slide 10)
  1. Make eye contact
  2. Maintain eye contact
  3. Keep in mind.....cultural differences

- **Physical Proximity - "On the Move"** (Power Point slide 11)
  1. Walk slowly toward student
  2. Stand beside or behind student
  3. Place a hand on the student's desk back of chair
  
- **Signals** (Power Point slide 12)
  1. A "no" head shake
  2. Gentle tap fingers on desk top, book, assignment
  3. Raise eyebrows
  4. Hand (palm out) stop signal
  
- **Catch 'Em Being Good - individual students** (Slide 13)
  1. A smile, a thumbs up, etc.
  2. A "positive" sticky note
  3. Sign a "Wall of Fame" or "Character Counts" board with a "special pen" (glitter, metallic)
  
- **Reward the Group** (Power Point slide 14)
  1. Tallies to a "team tally" chart
  2. Marbles to the class "Marble Jar"
  3. Pass out tickets to be cashed in
  
- **Please See Me notes** (Power Point slide 15)
  1. Placed on student's desk
  2. Students know to see you after activity
  3. Need to have a primary and intermediate version (Refer participants to both documents in their hand - outs)

### Learning activity #3 -

(After Power Point slide 15)

- Have participants re-visit the previous "Sort the Situation" activity. This time they will be only looking at the situations that were in the YES category.
- Participants should choose 2 of the situations and record them (written briefly) in the second box of the "Treasure the Silence" organizer.
- After each situation that they've chosen they should write which non-verbal cues they would use in each situation.

### Processing Activity

(After Power Point Slide 16)

- **"Let's reflect on what we've done today with behavior situations and non-verbal cues. Think about all of the information and activities that we've worked on today. Take a few minutes to turn to a neighbor and share your thoughts and ideas.**
- Participants should re-visit the "Treasure the Silence" organizer and record the non-verbal cues they plan to implement immediately in their classrooms.

### Closure

(Power Point slide 17)

- Look back at the "Share a Problem" note card piles. Discuss how the new learning (non-verbals) could be applied to the various situations.

### Session Evaluation


- Participants will complete the session evaluation scantron.

## "Sort the Situation" Cards

<p>A student constantly rocks back and forth in their seat.</p>	<p>A student makes an inappropriate comment about another student's race.</p>	<p>A student destroys property of another student.</p>
<p>A student taps a pencil on their desk constantly.</p>	<p>A student shoves another student in line.</p>	<p>A student won't share materials during a project.</p>
<p>A student brings a water gun to school and has it in their desk.</p>	<p>A student gets out of their seat and walks around the room.</p>	<p>A student makes fun of another student.</p>
<p>A student is "staring off into space" while they should be working on a writing assignment.</p>	<p>A student throws an object at another student.</p>	<p>A student is playing with the hair of the person in front of them.</p>
<p>A student is being silly with another student at a center while you are with a reading group.</p>	<p>A student is picking their nose during a whole group discussion.</p>	<p>A student hits another student on the bottom.</p>



## See Me Cards - primary grades

<p><b>Please see me!</b></p> <ul style="list-style-type: none"><li>• Before Specials</li><li>• Before Lunch</li><li>• After Lunch</li><li>• During "pack up" time</li></ul>	 <p><b>Please see me!</b></p> <ul style="list-style-type: none"><li>• Before Specials</li><li>• Before Lunch</li><li>• After Lunch</li><li>• During "pack up" time</li></ul>
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**Please See Me! (intermediate grades)**

**Please See Me!**



**Why do you think you are receiving this note?**

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**A better choice would have been:**

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**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Treasure the Silence!



**What non-verbal cues have you used in your teaching experiences?**

**What non-verbal cues would you use with two situations from "Sort the Situation"?**

**What non-verbal cues do you plan to implement immediately?**