

Acting on the classroom climate

TEACHER POSTURE

Why take action on the classroom climate?

Improving school results

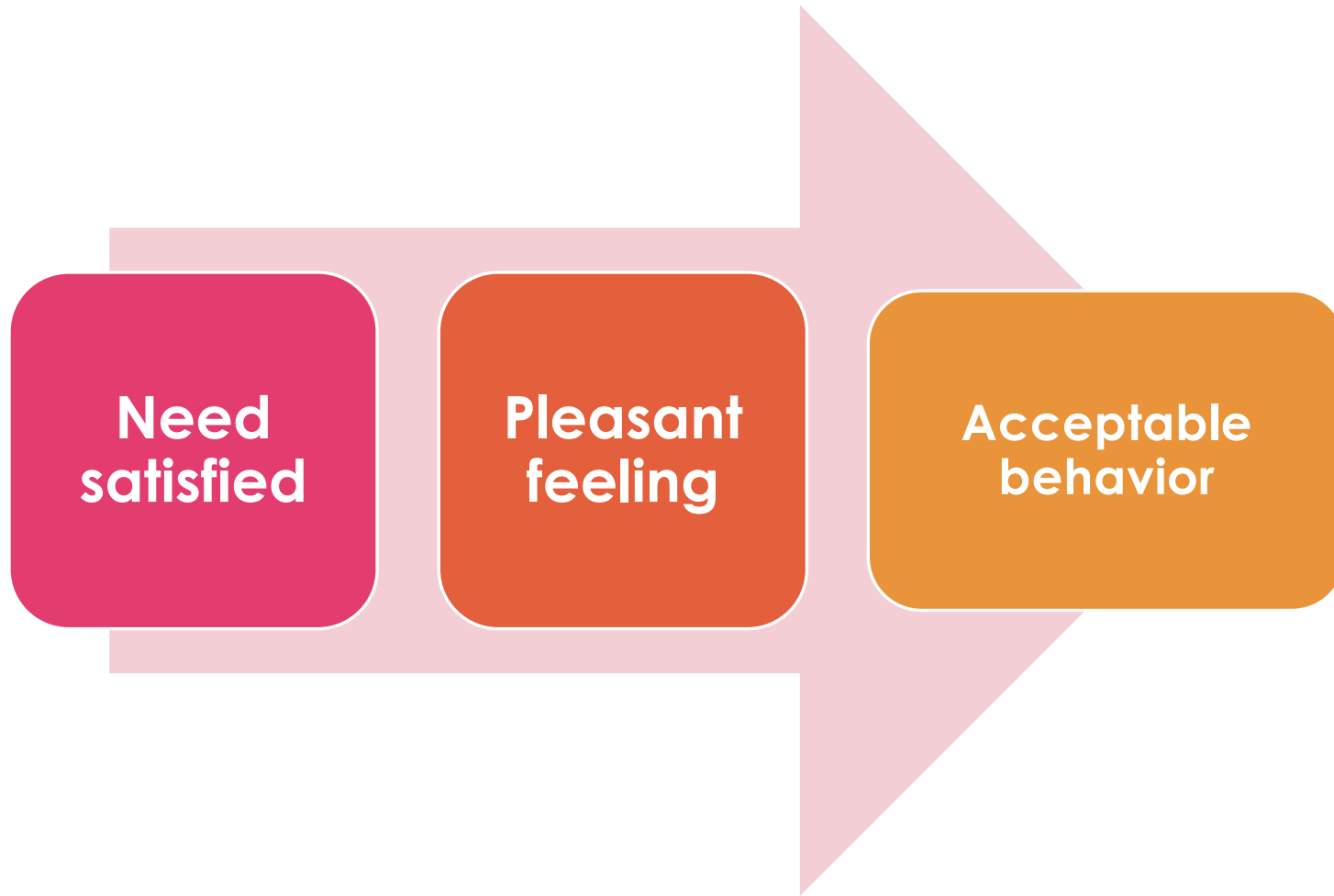
Improving the well-being of students and staff

Reducing absenteeism, violence and harassment between students

Reducing school dropouts

Improving the quality of relationships between teachers/students

Reducing stress in young people



Need
Emotion
Feeling

Emotion = brief signal = indicator of our needs

Emotion + = need satisfied → feeling +

Emotion - = unsatisfied need → feeling -

Knowing how to interpret our emotions is essential to identify our needs and adjust our behaviors and attitudes.

The young person needs to be guided to learn to manage and express their emotions

Basic emotions

Emotion	Origin	Needs	Useful answers
Fear	Danger, insecurity	Safety	Protection, clarification
Sadness	Loss, lack	Relationship, belonging	Empathy, connection, consolation
Anger	Disrespect, physical and/or psychological damage, powerlessness	Respect, change	Listening, reparation and action
Joy	State of satisfaction, well-being	Sharing joy	Participation, humour
Guilt	Fault, loss of pride	Repair, improve	Encourage change

Negative emotions

Repressing our unpleasant emotions means **rejecting information**

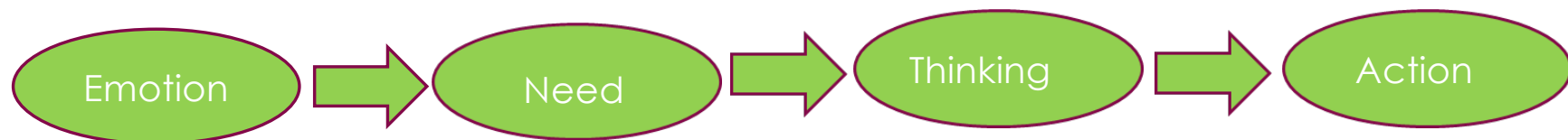


We are then **cut off from our full capacity to orient ourselves and regulate ourselves** .

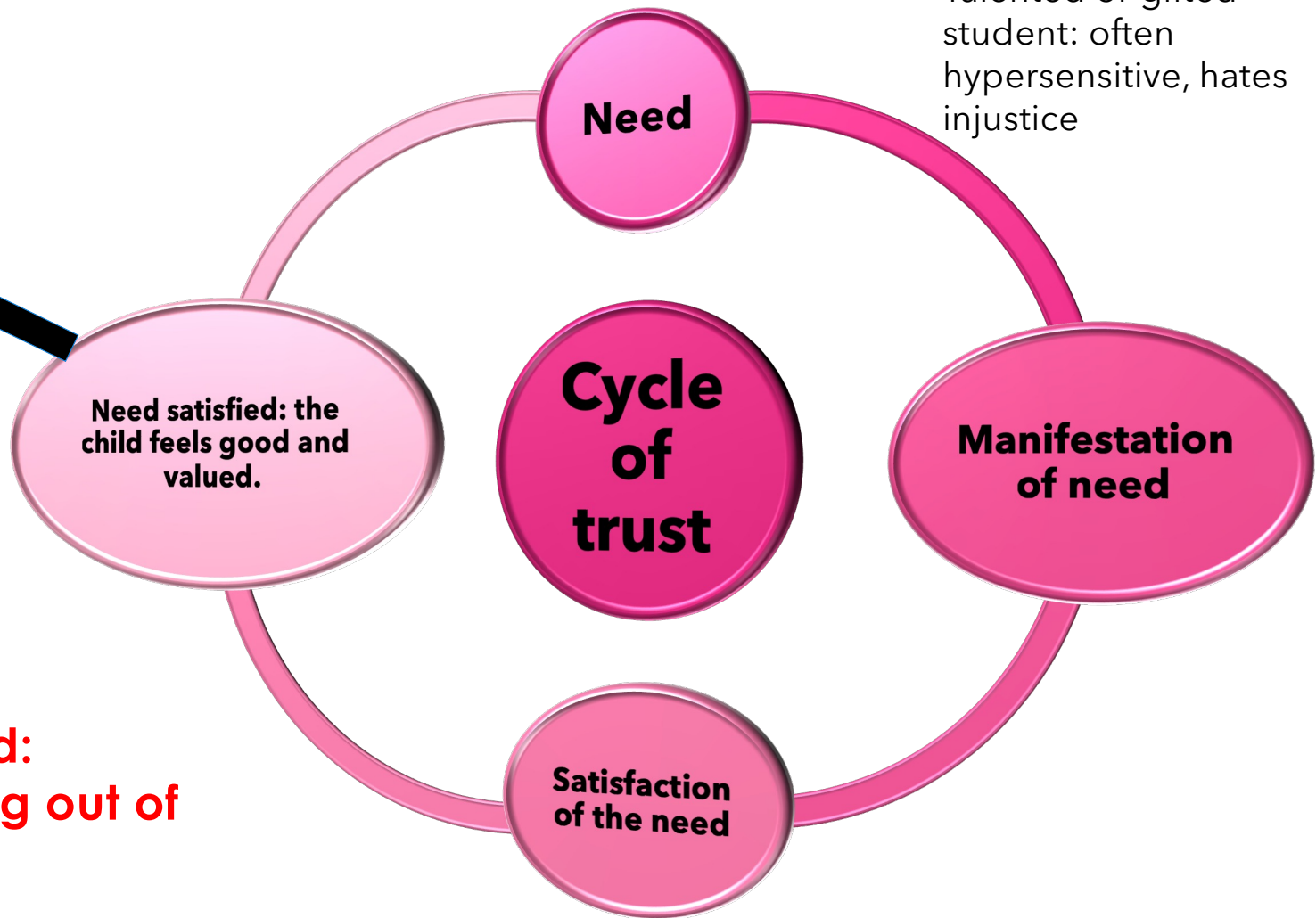
Negative emotions become amplified and can lead to somatic problems

Regulating emotions

- ▶ Identifying emotions
- ▶ Knowing how to step back
- ▶ Putting emotions into words
- ▶ Identifying the need associated with this emotion, how to meet this need?



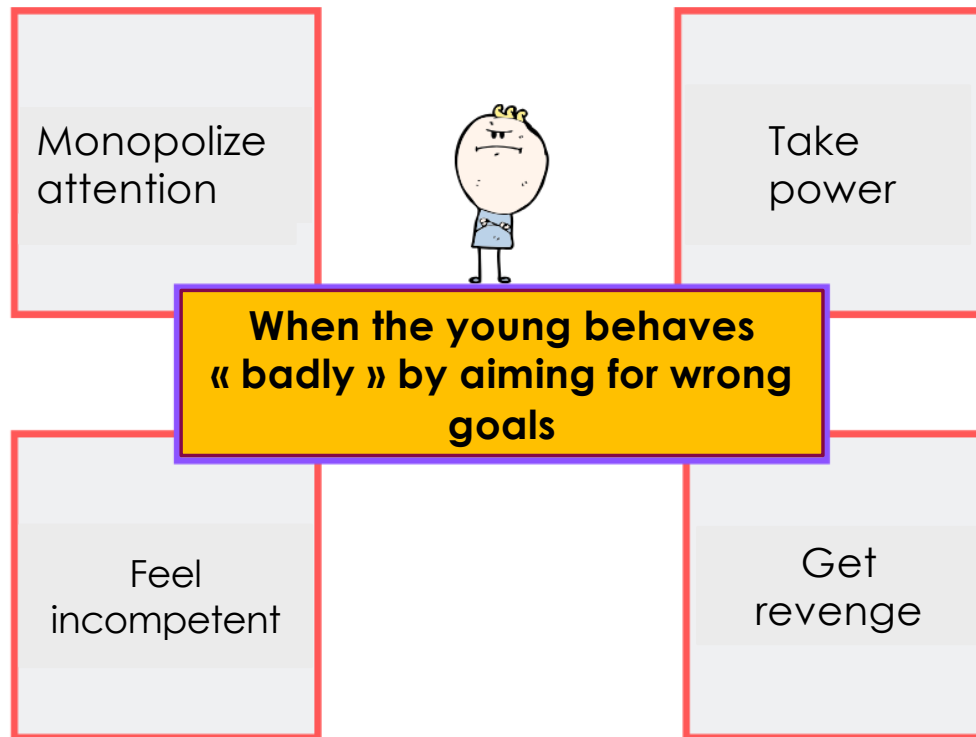
- ❖ **Secure attachment**
- ❖ **Good self-esteem**
(basis of motivation)



Talented or gifted student: often hypersensitive, hates injustice

If unsatisfied need:

- ❖ **risk of dropping out of school**
- ❖ **insecurity**



Students' mirage objectives in the classroom

Mirage objectives

Mirage objectives	Erroneous beliefs of young
Monopolize attention	I only matter when your attention is focused on me.
Take power	I only have a sense of belonging when I am in a position of strength .
Get revenge	I have no sense of belonging ; I suffer but I can at least reciprocate by making the other suffer.
Confirm belief in one's incapacity	I can't belong, or matter, or feel capable, it's just impossible. I disengage.

Effective preventions and effective responses to mirage objectives : example

Mirage objectives	Effective prevention	Effective responses
<p>Monopolize attention</p>	<p>Offer opportunities to contribute, give responsibilities -> redirect the attention he will get from his classmates.</p> <p>Promote non-verbal language : a wink (54% of comments).</p> <p>Continue what you're doing, ignoring his behavior while placing a hand on his shoulder.</p> <p>Act without speaking.</p> <p>Establish routines. CDT (Classroom Discussion Time).</p>	<p>Hear: "Notice me/involve me." Say "You are important to me and..." "What you say there is really important, Can we talk about it again together later? »</p> <p>Redirect the student to a task so that he can receive meaningful attention. Use solution search. Agree on non-verbal cues. Dedicate time to him regularly: active listening. No preferential treatment. Reassure the student.</p>

What posture should we adopt when faced with the stress of our students?

The three types of stress

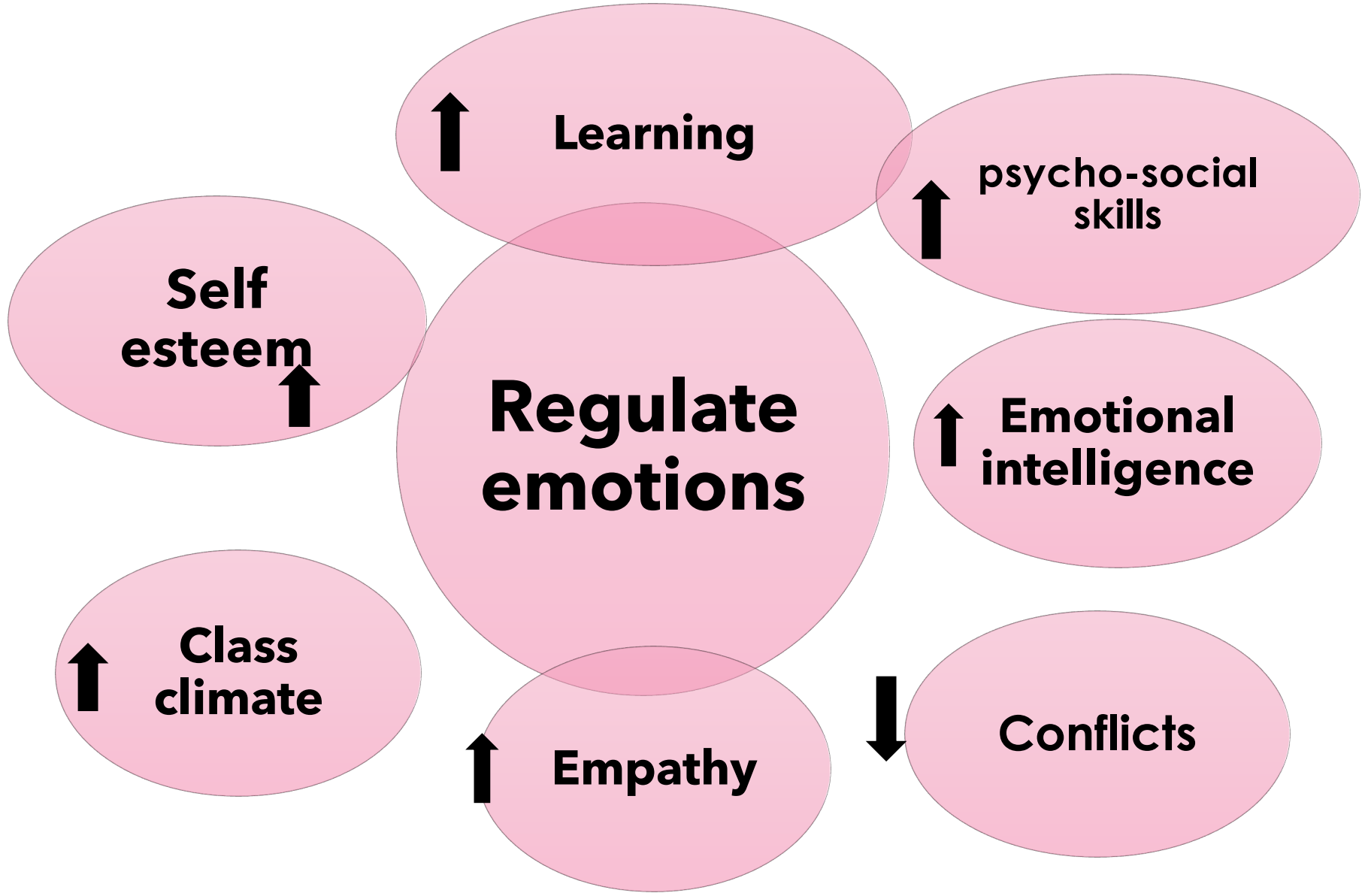
	The attack	The escape	The astonishment
Symptoms	Fixed, black gaze, abrupt gesture, puffing out of the chest, clenched fist, physical and threatening rapprochement, aggressive words.	Shifting glances, nervous laughter, panic...	Apathy, sighing, sluggish attitude, slow speech rate, staring into space
Message	"I will intimidate to avoid the fight." "I'm right, I'm the strongest, period"	" I want to go "	"I want to be forgotten, to pass unnoticed, to be protected, to arouse pity."
Objective	Earn	Escape from constraint	Not being abandoned

	The attack	The escape	The astonishment
Need	To be heard, to be sincere, to have the choice, to have the last word.	Need help to reorganize your thoughts and redefine certain points.	Be supported and protected, feel connected to the person , boost their self-esteem. Ex: tutoring
Positive attitude	Withdraw from the conflict, actively listen, recognize your share of responsibility, be congruent, do not deny the state or the emotions	Do not judge, remain neutral, create a bond with the young person, ask questions and reformulate. Give the opportunity to escape: take a break from the exchange.	Support the person in starting a new task, show that you have confidence in them, see starting the task with them.
Attitude to be avoided	Imposing things, using humor, being aggressive, taking the person's feelings lightly. Avoid sentences like: "you are wrong, I am right".	Do not force something to be done , do not attack or judge.	Push to action, let him be left to his own devices in indifference.

Consequences of adults' inadequate reactions to children's stress



- ▶ Behavioral disorders
- ▶ Conflicts with those around
- ▶ Problems in social relationships with peers and adults
- ▶ Emotional intelligence is low
- ▶ Delinquency, significant aggressiveness
(Teicher, 2003; Tomada, 2011)
- ▶ Personality disorders (Teicher, 2003; Tomada, 2011)
- ▶ Lack of empathy, insensitivity (Rebecca Waller, Oxford, 2013)



Talented and gifted students' needs

- ▶ They are particularly sensitive to stress.
- ▶ They need to feel connected to the teacher, to feel understood.
- ▶ They are sensitive to fairness, they need justice.
- ▶ They need the teacher to be honest and consistent.



Effective
communication

Nonviolent Communication by Marshal Rosenberg .

- ▶ Better listening and increased understanding
- ▶ Better conflict management and conflict prevention
- ▶ Develop empathy
- ▶ **Accept that our needs are different** : non-judgmental posture
- **Development of our emotional intelligence direct link with psychosocial skills (autonomy, self-control, patience, etc.)**

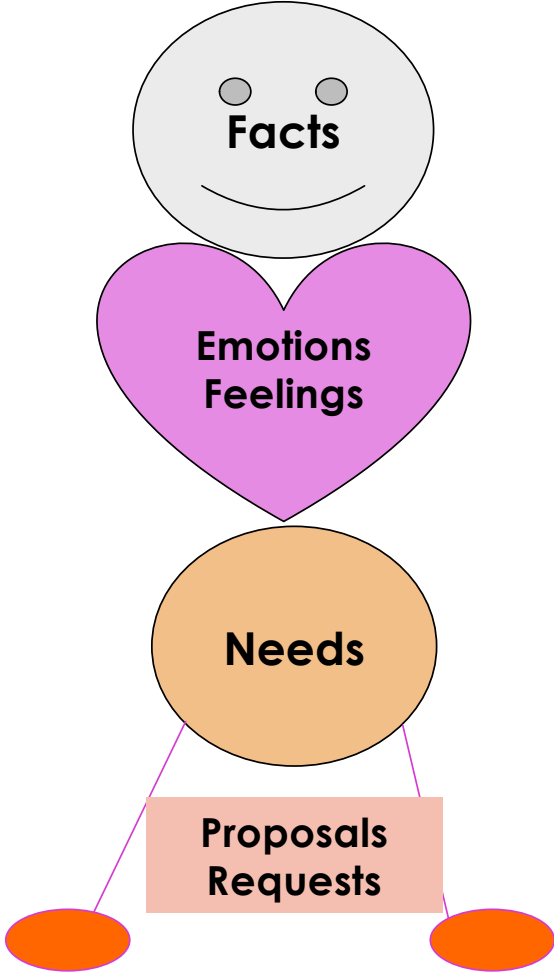
Communication tool: be factual

❖ A fact is an observation of reality

- ▶ ≠ thoughts
- ▶ ≠ feelings

<u>Interpretative</u>	<u>Factual</u>
<i>"You are incompetent."</i>	<i>"Today, you have not mastered making mayonnaise"</i>
<i>"You are always late."</i>	<i>"This morning, you are 5 minutes late like yesterday and last Thursday."</i>
<i>"You're not being respectful."</i>	<i>"When you insult Mr.B"</i>

The NVC teacher



“When **I notice** that you are systematically late for class”

“...this upsets me...”

“...because **I need** the whole class to be with me from the start to avoid wasting time.»

“ What could you do to arrive on time? »

Students' need to
engage in an
educational activity

Establish a secure framework to promote learning

1. Regulate “strong” emotions before starting to learn
2. Set the framework and ensure it is respected: internal rules
3. Identify inappropriate behavior and defuse it
4. Reduce stress in the classroom.

Establish a secure framework: how?

1. Free the students to express their feelings (Ex: Bruno Humbeeck's regulated talking circle)
2. Sanctions must be fair and meaningful
3. Use the needs identification grid based on the psychology of Alfred Adler and Rudolf Dreikurs
4. Identify the 3 types of stress and know how to adopt the right posture