

SIMPLE, STACKABLE, CLASSROOM INTERVENTIONS

COFFEE TALK- study (sweet spot): A moderate level of ambient noise is conducive to creative cognition;" meaning being a tiny bit distracted helps you be more settled, and creative. This is why those AHA moments happen. It's that sweet spot, something I refer to as a "distracted focus."

BREATHING EXERCISES: The 4-7-8 Method you don't need your headphones just follow along Why does it work? When we breathe deeply and systematically, we activate stretch receptors around the diaphragm linked to the parasympathetic nervous system. It's especially powerful with the 4-7-8 method because we pause for 7 seconds in the slightly stretched position for a stronger "rest and digest" effect- more bang for your buck!

GAMIFICATION(building on small wins)- tracking student responses in engaging ways, offers valuable data that can be accessed, downloaded, stored, and referenced for decision making.

THE TWO-MINUTE INTERVENTION is a practical intervention when guided conferencing is integrated into the pre-existing environment. It is concise and focused.

ONE SENTENCE INTERVENTION: is even more concise, and most practical for the fast teacher intervention targeting children in distress, and in transferring the skill to children, as they develop their own narrative skills later.

TEACHER GREETING AT THE DOOR reduces conflict in class, sets the tone for a positive welcome message by teachers to their students, and gets the most disruptive students to respond affirmatively to teacher efforts to get going at the important early moments of a class lesson.

STORY THERAPY- immerses students in ways that make them feel as if they are living the storied experience, and we can use this to leverage aiding them in their road to recover (same brain pathways as person feeling reliving the pleasant or productive experience)

TEACHING SELF-TALK SKILLS for sustainable self-maintenance: Positive self-talk has been shown to help individuals work through their struggles and to benefit from getting out of their comfort zone; and helps vulnerable students to strengthen their management of feelings to solidify their response to distress/anxiety.



SUPPORTING STUDIES

PYGMALION EFFECT: STUDY: Students were chosen at random to be those that were reportedly gifted; and were significantly more successful than their peers. Shows: teacher positive expectations influence successful performance; negative expectations influence badly.

EMMY WERNER KAUAI STUDY: one-third high-risk children displayed resilience and developed into caring, competent and confident adults despite their histories. Why? Several *protective factors*: a strong bond with a non-parent caretaker (such as an aunt, babysitter, or teacher) and involvement in a church or community group like the YMCA.

JOHN GOTTMAN'S PRAISE TO CRITICISM RATIO: especially helps students who come from a disadvantaged background. The balance of praise to criticism typically works best when the scale is tipped toward encouragement. The ideal ratio is 4:1. For each negative, there should be 4 positive comments. Studies: "Praise is a powerful tool for educators. Increases the social and academic performance of students.

GOOGLE EMPLOYEES & POST-TRAUMATIC STRESS: google found that their most successful workers were not graduates of prestigious universities. Instead, they were those who had overcome a tragic loss in their lives and had been able to translate that distress into growth.